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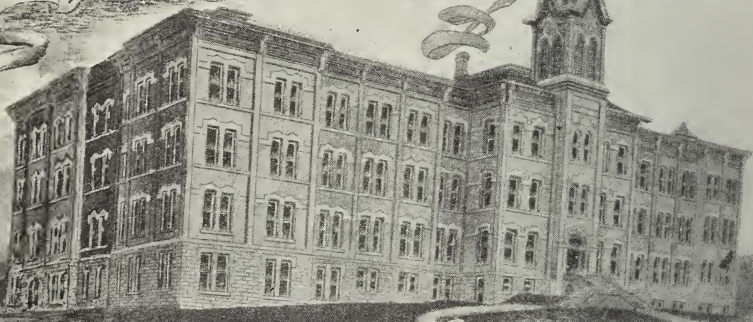
ST. JOHN'S CHURCH



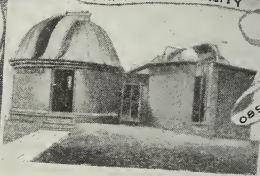
CREIGHTON

MEDICAL

COLLEGE



CREIGHTON UNIVERSITY



OBSERVATORY



THE CREIGHTON MEMORIAL

ST. JOSEPH'S

HOSPITAL

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132  
210

# The Creighton University,

FOUNDED 1878.

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## INCORPORATED AS A UNIVERSITY

UNDER ACT OF THE LEGISLATURE OF THE STATE OF NEBRASKA,  
AUGUST 14, 1879.

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## The Creighton College,

FOUNDED AND ENDOWED 1875, CONVEYED BY DEED OF TRUST TO  
THE CREIGHTON UNIVERSITY, DECEMBER 4, 1879.

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## The John A. Creighton Medical College,

FOUNDED MAY 30, 1892.

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BURKLEY PRINTING COMPANY.

1903.✕



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100275

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# The Creighton College.

## FREE SCHOOL OF ARTS AND SCIENCES.

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The history of this College may be briefly outlined as follows. Mr. Edward Creighton, after whom the College is named, had proposed in life to form a FREE Institution of learning, but died intestate on his project. His wife, Mrs. Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to carry out her husband's wish, but did not live to behold its realization. Her death occurred on January 23d, 1876. In her last will and testament, dated September 23d, 1875, she made among other bequests the following:

*"ITEM: I will and bequeath unto my said executors the further sum of one hundred thousand dollars to be by them received, held, kept, invested and reinvested in like manner, but upon the trusts expressed and declared of and concerning the same, that is to say, to purchase the site for a school in the city of Omaha, or within.... miles thereof and erect proper buildings thereon for a school of the class and grade of a College, expending in the purchase of said site and the building of said buildings, and in and about the same, not to exceed one-half of said sum, and to invest the remainder in securities, the interest of which shall be applied to the support and maintenance; and the principal shall be kept forever inviolate. When said buildings shall be ready for occupancy for such school, the said executors shall convey all of said property, including said site, building and securities, to the Rt. Rev. the Bishop of the Roman Catholic Church having jurisdiction in Omaha and his successors in office, upon trusts to be aptly expressed in the deed of conveyance securing said property to the purposes aforesaid. The said school shall be known as The Creighton College, and is designed by me as a memorial of my late husband. I have selected this mode of testifying to his virtues and my affection to his memory, because such a work was one which he in his lifetime proposed to himself."*

Acting on this bequest, the executors, Messrs. John A. Creighton, James Creighton and Herman Kountze, purchased the present site, and proceeded to erect what is now called the main building. The entire property and securities were duly conveyed by the executors to the Right Rev. James O'Connor, D. D., Bishop of Omaha, July 1st, 1878.

Under and in pursuance of "An Act of the Legislature of the State of Nebraska" (February 27th, 1879) "to provide for the incorporation of Universities under certain circumstances," Right Rev. James O'Connor, D. D., vested the entire property and securities of the Creighton College in a corporation, designating the legal title of said corporation to be THE CREIGHTON UNIVERSITY, and appointing five members of the Society of Jesus to constitute the Board of Trustees. The Creighton University was thus incorporated on August 14th, 1879.

By deed of trust executed on December 4th, 1879, the Right Rev. James O'Connor, D. D., conveyed all the property and securities of Creighton College to the above mentioned corporation, The Creighton University. By this conveyance the entire trust passed from the Right Rev. Bishop and his successors to The Creighton University and its successors, the trust to be held and administered upon the same terms and conditions and for the same purposes, for and under which it was originally bequeathed by Mrs. Mary Lucretia Creighton. The position, therefore, of The Creighton University relative to The Creighton College, its property and securities as derived from the bequest of Mrs. Creighton, is that of Trustee for the Creighton College.

The funds invested for the support of the College had been increased from the division of the residue of the estate of Mrs. Mary Lucretia Creighton, so that when the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million dollar endowments of other Universities and Colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic Colleges, it must seem a hazardous undertaking to build up and develop a FREE College on a financial basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the order, when all Jesuit Colleges and Universities were endowed and FREE Institutions. The venture has thus far met with unexpected success, thanks to good friends, and in particular to Hon. John A. Creighton and his lamented wife, both of whom generously seconded the noble purpose of the original Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.

### DEVELOPMENT

The College, located on 25th and California Sts., commands an excellent view of the city and surrounding country. The grounds cover an area of six acres, and with the buildings of the Classical Department of the University represent a value of \$140,000.

THE MAIN BUILDING was begun in 1877, and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of 56 and depth of 126 feet. The facade is surmounted by a tower 110 feet high. This building is at present devoted entirely to College purposes.

THE STUDENTS' LIBRARY was established in 1880. It contains 2,500 volumes, selected specially for the use of students, and is a Free Library.

In 1883, the SCIENTIFIC DEPARTMENT of Creighton College was established and richly furnished by Hon. John A. Creighton with a complete chemical, physical and astronomical outfit.

THE ASTRONOMICAL OBSERVATORY received its full development in 1886, when the present Observatory was erected on the brow of the hill north of the College.

In the establishment and development of the Scientific Department, Hon. John A. Creighton was generously seconded by Hon. John A. McShane.

In the same year, 1886, the munificent gift from Hon. John A. Creighton of a city lot, valued at \$15,000, enabled the Trustees to secure by exchange, after the payment of a bonus of \$2,000, a much-needed house and lot adjoining the main building on the northeast.

THE COLLEGE CHAPEL, popularly known as St. John's Collegiate Church, is situated to the south-west of the main building, facing California street. The corner-stone was laid by Right Rev. James O'Connor, D. D., on June 27th, 1887, and the Church was dedicated by the same prelate on May 6th, 1888. The style of architecture is English Gothic. The Church is built of Warrensburg sandstone, and is at present 112 feet in length by 75 feet in width. The plan, however, contemplates a building 184 feet long with a width at the transept of 138 feet. Hon. John A. Creighton subscribed \$10,000 towards the erection of the Church; the rest of the requisite funds, about \$35,000, came from a sale of property belonging to the Jesuit fathers in their own right. The main altar is the gift of Hon. John A. McShane; the side altars were presented by Mrs. John A. Creighton; the organ was donated by Mrs. John A. Schenk; the Way of the Cross is the gift of Hon. John A. Creighton.

THE SOUTH WING of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. Hon. and Mrs. John A. Creighton contributed \$13,000 towards its erection; the rest of the cost was covered by the Interest fund of the College. The wing is built of brick in the same style of architecture as the main building, and has a length of 50 feet and a depth of 36 feet.



In 1888, Mrs. Sarah Emily Creighton, wife of Hon. John A. Creighton, bequeathed to The Creighton University a business block on Douglas street west of Creighton Block, to and for the use of the Creighton College, according to the same terms and conditions as were designated in the bequest of her sister, Mrs. Mary Lucretia Creighton. Mrs. Sarah Emily Creighton departed this life on September 30th, 1888.

#### NEW ADDITIONS.

During the year 1900 Hon. John A. Creighton, desirous of making the University, whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the University buildings as planned by the founder. The additions include an extension of the south wing for the accommodation of the members of the faculty residing on the grounds and a separate library building, and on the north an L shaped extension which is devoted almost exclusively to the use of the students of the classical department. Here are located the college chapel, the recitation rooms, and the lecture halls needed to meet the demands of the student body.

Besides these buildings an auditorium, with a seating capacity of one thousand, and constructed in accordance with the best modern designs, has been erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the University, while immediately north of the new Auditorium a large heating plant supplies steam to all the buildings on the grounds. These additions were ready for occupation on the first of March, 1902.

#### THE NEW PHYSICAL DEPARTMENT

occupies the entire east front of the third floor of the new north wing. The lecture room measures 26x33 feet. There are five rows of fifteen seats each, arranged in tiers. The lecture table is 3x12 feet. Besides a variety of drawers for various uses, there is in the table a hydrostatic tank, 3 feet wide and 2 feet deep, with a plate glass front. Direct and alternating currents of electricity, water, drainage, gas, compressed and rarified air are at the service of the professor, by the mere turning of a switch or of a valve. Six windows admit light to the room and are provided with opaque shutters pierced for the adjustment of the heliostat and the projection apparatus. A 30-foot blackboard, concealed but accessible ducts for pipes and wires, and a vertical flue reaching from the basement to the roof of the building, form some of the convenient accessories of the lecture room.

A door behind the lecture table opens directly into the new Cabinet of Physical Apparatus. This hall measures 33x54 feet, and has eight windows on the east side. Along the west, north and south walls are the cases for storing the instruments. In the middle of the room and



between the windows are arranged cases with an assorted and labeled collection of minerals, and pieces of physical apparatus too large for the cases.

#### THE NEW CHEMICAL DEPARTMENT

occupies the entire second floor of the main building. The lecture room measures 25x30 feet. There are six rows of seats arranged in tiers. The lecture table is almost a counterpart of the one used in the physical department. Just back of it is a large blackboard and a fume chamber. The chamber is 9 feet long, 3 feet wide, and 5 feet high, and has a flue of its own. It is built into the west room, the professor's laboratory, and is accessible from both sides. It is provided with gas, water, and drain connections.

The new laboratory for the use of the students is 25x60 feet. It contains five tables, each accommodating six students on either side. There is one water faucet and one sink for each set of four students, but in the thirty-four inches assigned to individuals the conveniences of gas, of a private drawer, of a locker and shelf space above and below are supplied. The large fume chamber is accessible on four sides.

#### THE ASTRONOMICAL DEPARTMENT

can justly lay claim to having one of the best equipped students' observatories in the country. The equatorial room is 14 feet in diameter and carries a sheet-iron dome, the opening of which may be made to face any part of the heavens. The telescope, made by Steward, has an excellent 5-inch lens. It is mounted equatorially and is provided with a driving clock, clamp and slow motion screws on both axes, seven eye-pieces and a micrometer. The transit room is 16 feet square, faced inside and outside with pressed brick like the equatorial room. It contains a handsome 3-inch transit circle by Fauth & Co., which may be used also as a zenith telescope. The divided circle reads by means of microscopes to the tenth of a second. The eye-piece is provided with right ascension and declination micrometers. Two clocks, a Howard mean time and a Fauth sidereal, are mounted in a brick vault so as to be secure against changes of temperature. A Fauth chronograph is in connection with a switchboard, which admits of all possible combinations. For years it has recorded the daily noon signals of the Naval Observatory in Washington. On August 5th, 6th, and 7th, 1887, clock signals were exchanged between the Naval Observatory and that of our University, with the purpose of determining our longitude. This was found to be 1 h., 15 m., 34.92 s. west of Washington, or 6 h., 23 m., 46.96 s. west of Greenwich. The latitude of the transit instrument is 41 degrees, 16 minutes, 5.6 seconds north, and the height of its axis above sea-level is 1,129 feet. On April 25th and 30th and on May 3rd, 1900, the Observatory of the State University of Nebraska

obtained its longitude from our observatory by an exchange of telephonic clock signals.

Besides the essential instruments described above, there is a Heinrich chronometer, a Steward astronomical theodolite, a double mirror heliostat, Bailey's astral lantern and a number of minor instruments and attachments. The observatory and its instruments are lighted by sixteen-candle-power and one-candle-power lamps.

## THE NEW LIBRARY.

The University can now boast one of the best equipped students' libraries in the country. For years suitable books bearing on different departments of university work had been accumulated previous to the erection of the present handsome and spacious library building. Since this event the liberality of enlightened friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over thirteen thousand volumes and the enlargement still goes on. The systematic and thorough plan of cataloguing and distribution adopted has greatly increased the facility of consultation and thus enhanced the value of the library as a college institution.

The library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics, and theodicy, together with the history of philosophy. The fourth division is assigned to religious works such as different editions of the Bible, biblical commentaries, etc. Then comes theology, dogmatic, apologetic, and moral. These are followed by liturgical treatises, sacred eloquence, ascetics, ecclesiastical history, and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The Philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well furnished students' scientific library of the best works, theoretical and practical. English and American literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thou-

## THE CREIGHTON COLLEGE.

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sand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States Government, as well as by individual States and different Associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading room adjacent to the library.

## GUIDING PRINCIPLES IN EDUCATION.

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**A**T a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of Creighton University. It seems almost self-evident

FIRST. That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

SECOND. That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

THIRD. That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

FOURTH. That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

FIFTH. That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

SIXTH. That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

SEVENTH. That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.



EIGHTH. That selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building and who have themselves practically determined upon their own life-work.

NINTH. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

TENTH. That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

ELEVENTH. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

TWELFTH. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

THIRTEENTH. That all the studies pursued need not be directly useful in after life.

Guided by these principles, Creighton University, in the Classical Department, offers a course of studies superior to that of the large non-Catholic Universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately ac-

quainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

Creighton University does not condemn moderate electivism for under-graduates or specialization for particular students. There are plenty of Catholic Institutions that very wisely and properly meet these demands, in accordance with their chosen scope and purpose; but this institution is designed for those who want a good general classical and scientific education. It does not pretend to teach every thing, but it does claim to teach thoroughly and successfully the branches it undertakes to teach. Its motto is "*Non multa sed multum.*" It believes in "*Unum post aliud,*" in thoroughness, concentration and method.

It will be seen then, that this Institution has a clearly defined scope, that its chosen sphere of activity is distinctly marked out. By keeping to its own field, it will do more for its clients than by undertaking work for which it has neither financial resources, facilities, appliances nor demand. Strange though it may seem, it is really possible to obtain the Degree of Bachelor of Arts with less scholarship, by selecting easy courses in some colleges of higher standing in which the elective system prevails, than it is under the system which prescribes a definite course and leaves little latitude of choice.

The absence of religious and moral instruction, so prevalent in some colleges, is to be deplored, not merely because man is thereby left without rudder and compass in some of the most difficult and stormy situations when conscience must at all hazards retain its supremacy; but because such instruction, even if we do not take into account the truth of the tenets it upholds, plays no ignoble part in the development of the mind, the establishment of high ideals and the growth of a reverent regard for man. In the Catholic method great stress is laid on mental and moral philosophy, which are considered the crowning glory of undergraduate effort. Rational philosophy as a means of developing young manhood is

a marvel of strength and effectiveness, a continual wonder to those who witness its transforming excellence. But to obtain these results philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching the history of philosophy; detailing the vagaries of the human mind, without venturing to condemn them; exposing the contradictory systems which have held sway for a time, without any expression of opinion as to the fatal defects which caused them to be discarded; but it must present a logical, unified, complete system of mind culture in accord with the established laws of human nature; it must take its stand on some definite proposition expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

We claim credit, then, for the time spent in religious instruction, because it is the highest degree of mind-forming and thought-developing study; and it is introduced into every class. It is an avenue of culture, closed to so-called non-sectarian institutions on account of the obstinacy with which our countrymen persist in divorcing religion from education, thus depriving themselves of one of the surest guarantees of the perpetuation of popular government. At least an hour and a half a week are given to the formal presentation of religious truth during seven years. Should this not count for something with all who do not regard religion as merely an amiable weakness, unworthy of strong and virile minds? An energizing force which recreated the pagan world, should not be classed as a concession to exploded theories, a worn-out remnant of effete superstitions, a legacy from the world of unrealities.

Few of our secular readers have any conception of the depth, breadth, scope and excellence of the evidences of religion as taught in Catholic Colleges. Still less do they understand the meaning of Catholic philosophy; what a field it embraces, how thoroughly it gets at the root of character and mind development.

Creighton University, by giving a good classical education,

prepares its beneficiary to cope with the difficulties of life and compete successfully in the struggle. This will be seen from a consideration of the field covered by the curriculum. Besides a thorough course of religious instruction, and a knowledge of rational philosophy, it opens up the treasures of ancient and modern literature and languages, and establishes a familiarity with the best authors in Latin, Greek and English. It gives a working knowledge of the natural sciences; of physics and chemistry; a fair acquaintance with surveying, astronomy, a systematic training in mathematics. It teaches ancient and modern history, the various kinds of composition, elocution and oratory; it cultivates a graceful delivery, trains youth to debate and discuss live questions, forms the taste, enables the student to think, write and speak correctly and elegantly. It promotes an acquaintance with sociology, political science and economic laws. It finds place for the rules of harmony, it unfolds the constitution of the United States and the principles underlying a popular form of government. All this it does for its graduates; and it bestows proportionate favors upon those who fail to complete their course. These certainly are neither superfluous nor useless accomplishments, even for business careers.

Objection is sometimes made that our course of studies is shorter than that of many non-Catholic institutions. But it must be borne in mind that some of the foremost educators are moving back to our position and agitating for a lessening of the time given to undergraduate work. However, Creighton University has forty weeks during the scholastic year instead of thirty-six, besides a larger number of class hours, and we feel confident that in few colleges, is there such serious study done. Hence we can cover the same ground in a shorter term of years.

In accordance with the spirit of the times which, in a mad rush for original research and discovery, shows no respect for either tradition or authority, empiricism seems to be considered quite as proper to the educational field, as to the scientific work-shop. The treasured wisdom gathered from long and costly experience is readily cast aside and nothing appears worth consideration unless it be new. Few are content to be mere educators working along the safe line of established knowledge; every elementary teacher,



no matter how imperfect his mental endowments must be a reformer, an inventor, a discoverer. Hence, flourish those never-ending and ever-varying fads, the bane of contemporary teachers. Catholic Schools have fortunately escaped this infection. When will educational leaders learn that it is better to be right than to be original; better to propose something safe than something startling, better to base a system on sound philosophy even if others have done the same before, than to leave the beaten track in search of untried and perhaps dangerous novelties? There are established principles and practices that must always have place in education because they are based on the nature of the human mind and the perennial needs of man, because they respond to aspirations as deep-seated as human nature itself. Customs and habits and men may change, but human nature, never; and therefore, the essential landmarks in mind development, must remain immovable.

When Creighton University first opened its doors, Omaha was hardly ready to welcome a classical institution of learning. Primary education had not reached such a point of excellence as to furnish youths properly prepared for higher studies, but the taste and desire for classical attainments, marched ahead of the growth in population and in a few years saw an improvement almost magical. Tuition in the classical department being free, it was not necessary to advertise for students; they came of their own accord, were pleased with what they received and their subsequent success made the name of their alma mater known. Many young men who pay their own way through life, come from the neighboring states, board in private families, and attend the College classes. These form a noble contingent of earnest, brainy, studious, upright, ambitious, self-reliant youths who will yet carve their names in the history of the West. All the students apply themselves to the classics; all to the mathematics and the sciences; all study the other requisites of a liberal education; all are expected and required to labor with assiduity at the allotted tasks.

These few pages give an idea of the line along which Creighton University has been developed during the twenty-five years of its existence; and they enable the thoughtful and discriminating to judge whether it has failed to meet the wants of a living age. Unwillingness to adopt extreme views with regard to electives,



specialties, novelties and fads, might more properly be urged as a proof that the Science of Education has been studied to some purpose.

As the grading of the classes is mainly based on the attainments in Latin and Greek, it happens not infrequently that students coming from other institutions of learning, find themselves unqualified for classes for which they possess the requisite training in English and in mathematics. To meet the inconvenience to which such applicants would be subjected, were the general rule applied to them, special classes in both Latin and Greek are formed, in which particular attention is paid to the branches in which the students are deficient. When sufficiently prepared, these special students are introduced into one of the regular classes.

There are instances, however, in which even this system of special classes will not answer the peculiar qualifications of individual students. To such as these, the Faculty always takes special pleasure in offering private assistance. More especially so, when, on account of lack of opportunity in early life, such students find themselves older than the average student before being able to take up a classical course. Many such have come to Creighton University from neighboring states, encouraged by the cordial and helpful spirit which they knew awaited them; and after acquiring an education, they have admitted that they would have hesitated to undertake the task if it had not been for the encouragement and support so generously and freely extended to them.

It is sometimes taken for granted that the smaller colleges are small not only in the number of students, but also in the character of the education they give. That they furnish an inferior article; that they fail to do what they claim to do; that a lack of means is the main cause of their assumed failure. This view confounds education, which is essentially a personal development, with the worship of magnitude and the veneration of the colossal. It suggests also that the superiority of the larger institutions comes from the possession of unlimited means, larger buildings, better professors, more efficient teachers, a larger number of students and from teaching a greater number of branches.

But the fact of their being large, does not necessarily insure a better education. The institution may be gigantic like a modern department store; but that does not prove that any one department gives a better choice or selection or more satisfaction than the smaller establishment, or is superior in any one line to an institution which devotes itself to fewer studies. Education "per se" does not absolutely require a big institution; for many master minds that have led the thought of the world, never had these advantages; and the personal, immediate, and continual contact with a sympathetic teacher of fewer attainments, but devoted to the work of developing minds and the building up of character, will accomplish more than the formal lectures of the most able professor who may not possess the gift of imparting knowledge. There are some institutions not vitally affected by meagre salaries, and the difficulty of retaining talented professors, as, for instance, those taught by the members of religious orders who receive no salaries. It may be questioned whether the professors in large colleges are better teachers or more wrapped up in their work; whether they are uniformly more talented and give their time and talents with such disinterestedness as to achieve better results.

The question of money may play an important part when there is need of elaborate scientific equipment; but all education does not begin and end in the laboratory; much of it is not concerned with the laboratory at all. Why should any note of inferiority attach to small colleges in matters purely intellectual such as literature, classics, history, mathematics, philosophy and other branches which need no apparatus and require only a sound mind in a sound body, a fair amount of talent, due application and a heart for the work? A college which professes to give a general education such as will fit its recipient for taking up professional or technical studies, is not to be judged by the same standard as universities which aim at specialization, private research and original investigation. It does not need the same extensive equipment for the particular work it maps out for itself; it may be mistaken in judging specialties to be out of place for those who have not yet completed an elementary education, but it deceives no one, if it does what it undertakes to do.

On account of the important place that many of the so-called

large universities fill in the public eye, we are liable to forget that many of them are merely private institutions. Just like most of the small colleges which come in for severe criticism, Chicago University, Stanford University and a score of others, are entitled to no more rights and privileges, than the smallest parochial school in the most remote district of our Commonwealth. It is only by sufferance that large private institutions are allowed to have so great a voice in the shaping of legislation affecting education, and in furthering interests which are sometimes at variance with those of the common people, to whom freedom of education is dearer than the prestige of any university.

Those who are accustomed to measure progress and knowledge by "courses" and "units" and "hours" are inclined to regard our system somewhat disdainfully. It must, indeed, be admitted that we do not always "put the best foot forward," that we fail to put down in our catalogue eulogistic descriptions of courses, "more honored in the breach than the observance." These people do not understand the names we give to our classes, and they will not take the trouble to find out what we teach. Because they see no electives on the list, they conclude that we teach nothing but translation; and they let it go at that. So we are often constrained to cry out "*Barbarus hic ego sum, quia non intelligor illis.*" What the relative merits and advantages of both systems may be and how things really stand, can be seen in two pamphlets by Rev. T. Brosnahan, dealing with Boston College versus Harvard. Father Thomas Campbell, in an address at Fordham College, has pointed out the real reasons why Catholics gravitate toward non-Catholic Colleges, and they have to do with the social advantages rather than scholarship. Incidentally, he expresses the true idea of the Catholic school and tells why it exists and in what respect it is superior.

## ADMISSION.

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Every applicant for admission who is not personally acquainted with some member of the Faculty must submit proper testimonials of a good moral character. If he comes from another college, he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the first day of the college year.

The Faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and only upon a thorough additional examination in all the work done by the class up to the time when the candidate wishes to enter.

### REQUIREMENTS FOR ADMISSION TO THE ACADEMIC OR PREPARATORY DEPARTMENT.

In general, it may be stated that the more perfectly a prospective student has mastered the elementary branches of the common schools, the more profitably will he pursue the study of Latin, which is taken up at the very start. A knowledge of English Grammar is indispensable and experience shows that proficiency in other branches his time to studies of greater consequence.

If the grading of the diverse schools from which students wish to enter were absolutely uniform, it would suffice to state that entrance is possible to anyone who has finished some certain grade. But since such is not the case, and since uniformity of qualifications must as far as possible exist in our classes, an examination is usually exacted of all applicants and a percentage of 66 must be secured in the necessary branches.

- In English—A thorough acquaintance with Orthography and Etymology—that is, a ready and sure knowledge of the parts of speech, of declensions and conjugations and of the analysis of simple sentences.
- In Spelling—Words current in ordinary polite conversation, together with definitions of the same.
- In Composition—Practice in simple narrative and description—exercises to be submitted.
- In Arithmetic—Thorough acquaintance with Compound or Denominate Numbers and Fractions, both Common and Decimal. Quick and accurate solution of examples in these sections of Arithmetic can alone form a sufficient guarantee of a profitable review of subsequent portions.
- In Geography—The main geographical and political divisions of the Continents. The location and description of thirty of the chief cities of the world. More in particular, the mountains, lakes and rivers, the states and capitals and chief cities of the United States.

Courses of Studies  
in the  
High School or Academic  
Department.

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The Creighton College,  
Omaha, Nebraska,



## GENERAL STATEMENT.

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The High School course at Creighton embraces four years. The classes are called Humanities, First Academic, Second Academic, and Third Academic, corresponding more or less to the Senior Junior, Sophomore and Freshman classes of the ordinary high school. This course has more weeks in the year and more class hours in the week than the public high school, and, therefore, it covers a larger field and takes in more branches. Accordingly a student who has successfully finished the seventh grade, is usually fit for the Freshman or Third Academic Class.

It is necessary to reach down to the seventh grade, because the pupils coming from many different primary schools are unequally prepared for high school work.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

The program of studies here given is based on the Grammar Method. A ready knowledge of English Etymology and some acquaintance with Syntax are required at entrance as a foundation for the study of Latin. Etymology forms the chief study in Latin during the first year. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with Latin forms. The synthetic method gives way to the analytic when an author is taken up to insure the knowledge already gained. Habits of close observation, of persevering study, of precise statement and of logical method are inculcated. Thus the pupil becomes conscious of the progress made and acquires confidence

in himself. A review of the English Grammar runs parallel with the study in Latin. This affords an opportunity for illustration and comparison, and the study of English is rendered intelligible and interesting.

During the second year, the case constructions of Latin are studied by precepts and practice. In English, diligent comparison with Latin constructions, makes possible an intelligent discussion of English syntax. During the third year the study of Latin syntax is pursued and completed, at least, in the outline. The fourth year is devoted to a formal and systematic review of the entire field of grammar. The study of Latin and of Greek here go hand in hand; idiom is balanced against idiom; the historic influence of Greek thought and of Greek expression upon the Latin language is traced and defined.

The relation and co-ordination of parts studied separately are now examined that symmetry and unity may characterize the science of language acquired. Without this broad and deep insight derived from the final review, the preparation for the specific study of literature would be incomplete.

Gradual and harmonious development on a systematic basis is also the aim in the selection and gradation of the other studies in this department. It is desired to secure for the student at all times a deep appreciation and a firm grasp of the subject matter in hand, thus to provide a solid foundation for future scholarship.

## THE HIGH SCHOOL COURSE.

### Latin.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar (First Term) Syntax reviewed with all notes.—Prosody begun.

(Second term.) Prosody continued, Comparative Grammar.

(b) Composition: Two written Exercises every week in imitation of Authors.

(c) Authors: (First term) Cæsar Bk. III. and IV. or V. and VI.

(Second term) Cicero, *De Amicitia*.—*Pro Marcello*.—Virgil.—*Eclogues I and IV*.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term.) Syntax for moods and tenses to the end, excluding more difficult notes.

(Second term,) Syntax of first term repeated, with notes and exceptions.

(b) Composition. Daily Drill on rules seen in the Grammar.—Written exercises based on Cæsar and Cicero, three times a week. Oral review once a week.

(c) Authors. (First term) Cæsar, Bk. I. and II.

(Second term.) Cicero's Selected Letters; Cæsar, selections, or Nepos with a special study of difference of idioms in Latin and English.

(d) Memory Lesson. 250 lines of Author each term.

COURSE III. (Second Academic Class) Five hours a week, one year.

(a) Grammar. (First term,) Review of Etymology with all irregularities.—Syntax of all case construction, without notes and exceptions.

(Second term.) Thorough study of case constructions.

(b) Composition. Daily Drill on Rules studied. Longer written exercises twice a week in imitation of Author.—Oral Review once a week

(c) Authors. *Historia Sacra*; Reading Lessons from the Grammar; Phædrus.

(d) Memory lesson. 200 lines of Author each term.

COURSE IV. (Third Academic Class) Seven hours a week, one year.

(a) Grammar. (First term) Regular declensions and conjugations.—Rules of Concord.

(Second term) Review of declensions and conjugations, with exceptions and irregularities.—Review of declensions and conjugations, with exceptions and irregularities of nouns, pronouns, adjectives and verbs.—Elementary rules of Syntax.—Written exercises in imitation of Author three times a week.

(c) Authors: Extracts from Grammar, *Historia Sacra*.

(d) Memory Lesson: 150 Lines each term.

COURSE V. (Special Class.) Ten hours a week, one-half year. Five hours a week, one-half year.

(a) Grammar. (First term,) Declensions and Conjugations, regular and irregular.—Elementary Rules of Syntax.

(Second term.) Syntax of Case Constructions with all exceptions.

(b) Composition. Daily Drill on precepts, and longer written exercises three or four times a week. (Bennet's Latin Lessons, first term.)

(c) Authors: Extracts from Grammar.—Reading lessons in Bennett.

(d) Memory Lesson; 200 lines of Author.

## Greek.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar. (First term) Etymology and Syntax reviewed with all notes and exceptions.—Greek word building.

(Second term) Comparative Grammar.

(b) Composition. Written exercises on Syntax in imitation of Authors.

(c) Authors. (First term ) Palaephatus; Xenophon's Anabasis.

(Second term) Anabasis Bk. V.—St. John Chrysostom on Eutropius.

COURSE II. (First Academic Class ) Five hours a week, one year.

(a) Grammar. (First term ) Review of Etymology, with exceptions and irregularities.—Syntax of case constructions.

(Second term) Syntax of Moods and Tenses, without exceptions.

(b) Composition. Daily drill on Precepts.—Written exercises based on Author.

(c) Authors. (First Term ) Reading lessons in the Grammar.

(Second term) Xenophon, Anabasis, Bk. I.

COURSE III. (Second Academic Class ) Five hours a week one-half year.

(a) Grammar. Regular declensions.—Conjugations of regular verbs.—Formation of tenses of mute and liquid verbs.

(b) Composition. Daily drill in writing Greek in application of precepts.—Translation of simple sentences, in writing, two or three times a week.

(c) Authors. Reading lessons in the Grammar.

COURSE IV. (Special Class ) Eight hours a week, four months.

(a) Grammar. Declensions and Conjugations, regular and irregular.—Syntax of Case Constructions.

(b) Composition. Daily drill on precepts, written exercises based on author, four or five times a week.

(c) Author. Reading lessons in the grammar.



## English.

COURSE I. (Humanities Class ) Three hours a week, one year.

(a) (First Term ) Precepts, Style, Qualities, Varieties.—Wit and Humor.

(Second Term ) Species of Prose Composition, Narration, Description, Dialogues, Versification.—Coppens, S. J. Bks. IV and V.

For reference: Genung, Hill, Hart, Scott, Denny.

(b) Composition: Once a week a written paper in illustration of the Precepts and Models studied in class. Daily exercises in literal or elegant translation of Latin or Greek Author.—Practice in Versification.

(c) Authors. (First Term ) Selections from Irving, Addison, Prescott, Macaulay, DeQuincey.

(Second Term ) Scott's "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Wayside Inn."—Aytoun's and Macaulay's Ballads and Lays. Selections from Catholic Poets.

COURSE II. (First Academic Class ) Five hours a week, one year.

(a) Precepts. (First Term ) The Choice and Use of Words.—Purity.—Propriety.—Precision.—Sentence Structure.

(Second Term ) Paragraph building.—Figures of Speech.—Letter Writing.

(b) Practice. Daily exercises on precepts and Models.—A composition once a week as home work, according to a plan suggested and discussed in class.

(c) Authors. Selections from Irving, and from standard novelists.—Knight's "Half-hours with the Best Letter-writers." Gray's Elegy.

COURSE III. (Second Academic Class ) Five hours a week, one year.

(a) Precepts. (First Term ) English Syntax.—Discussion of the proper and improper use of the parts of speech.

(Second Term ) Analysis of complex sentences in prose and verse. Logical analysis of paragraphs.

(b) Practice. Daily drill in correction of false syntax or in analysis of sentences.—Two compositions each week as home work.

(c) Authors. Brown's "Rab and His Friends;" Goldsmith's "Deserted Village," Hawthorne's "Twice-Told Tales," "Irving's Sketch Book," Poe's "Gold Bug" and "Purloined Letter," etc.

(d) Memory work. Selections from Goldsmith and Longfellow.

COURSE IV. (Third Academic Class ) Five hours a week, one year.

(a) Precepts. Etymology.—Analysis of Sentences.—Sentence building.

(b) Practice. Daily Drill on Precepts.—Two compositions a week as home work.

(c) Authors. (First Term ) Ruskin's "King of the Golden River," "Dickens Christmas Stories."

(Second Term ) Hawthorne's "Tanglewood Tales."—Choice selections from various sources.

(d) Daily practice in reading and orthography.

## Public Speaking and Debating.

COURSE I. Two hours once a week, nine months, besides special help given to individuals by the professor.

The object of this course is essentially the same as that of the corresponding course in the collegiate department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department, is, however, of necessity, more specific and restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant

aim of the student at this stage of his progress. The exercises adopted with the view to such proficiency of themselves afford ample opportunity for higher development.

Exercises :

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history ; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

7. The theory and practice of Parliamentary Law in the regular weekly sessions and in the extraordinary meetings called for the express purpose of making a study of this subject.

## Christian Doctrine.

COURSE I. (Humanities Class ) One hour a week, one year.

Review of matter treated in Courses II, III, IV.—Lectures and Discussion.

Practical Instructions on the Counsels, the Religious State, Religious Orders. Repetition and the development of the Instructions on Devotion given the preceding year ; fuller explanation of Indulgences, Kinds, Conditions, etc.

COURSE II. (First Academic Class ) One hour a week, one year.

On Faith, its object, necessity, qualities.—The Apostles' Creed.

COURSE III. (Second Academic Class ) One hour a week, one year.

On the Commandments of God.—The Precepts of the Church, Sin and Virtue.

COURSE IV. (Third Academic Class ) One hour a week, one year.

On Grace.—The sacraments and sacramentals.

## History.

COURSE I. (Humanities Class ) Two periods a week, one year—besides periods devoted to Historical Essays.

(a) Origin of the Human Race.—The Scripture Account and Evolution.—The Ancient Monarchies of the East.—Rise and Progress of Idolatry.—The Mission of the Hebrews.

(b) The Grecian States.—Settlement and Early History.—Sparta and Lyncurgus.—Athens and Solon.—The Persian Invasion of Greece.—The Age of Pericles.—The Retreat of the Ten Thousand.—The Theban War.—Philip of Macedon.—Alexander the Great and his Campaigns.

(c) Rome and the Romans.—Romulus and the Monarchy.—The Roman Republic; its foundation and constitution.—The Agrarian Law.—The Laws of the Twelve Tables.—The Subjugation of Latium.—The Wars with the Samnites and with Pyrrhus.

COURSE II. (First Academic Class ) Two hours a week, one year.

Modern history from the beginning of the twelfth century to the end of the nineteenth.

(a) Origin and Causes of the Crusades.—The Kingdom of Jerusalem.—Frederick Barbarossa.—Richard Coeur-de-Leon, Saladin, Louis IX of France.—Results of the Crusades.—Wars between France and England.—The Fall of Constantinople.

(b) Overthrow of the Moors in Spain.—The Reign of Ferdinand and Isabella.

The Discovery of America.—The Conquest of Mexico and of Peru.—Luther and the Reformation.—Charles V and Philip II.—England under the Tudors and the Stuarts.—The Commonwealth and Oliver Cromwell.

(c) France under Louis XIV.—The Rise of Prussia.—Frederick II.—The French Revolution.—Napoleon Bonaparte.—Revolutions in Various European States.—Victor Emanuel, King of Italy.—The Franco-Prussian War.—The New German Empire and the Republic of France.

Fredet's Modern History. References: Guggenberger, Sanderson.—Hardiman, Fisher, Sheldon.

COURSE III. (Second Academic Class) Two hours a week one year.

COURSE IV. (Third Academic Class) Two hours a week, one-half year.

A careful review of the history of the United States.

(a) The Period from the Foundation of the Roman Empire to the Migration of Nations.

Rise of the Roman Empire, its rulers, condition of the people.—Christianity and its Influence on Society.—Struggles of the Infant Church.—The Empire at its Height.—The attempt to crush out Christianity.—Failure and decay.—The triumph of the Church.—Constantine and the Eastern Empire.

(b) Ancient German Tribes.—Their Invasions of the Roman Provinces.—The Huns.—The Vandals.—The Visigoths and Ostrogoths.—The Franks and the Lombards.—Rise of Mohammedanism.—The Papal States.—Pepin and Charlemagne.—The Normans and their Conquests.—The Greek Empire.—The Greek Schism.—Feudalism.

References: Guggenberger, S. J. Mommsen, Fisher, Grote, Parsons, Ozanam, Green.

COURSE IV. (Third Academic Class) Two hours a week, one-half year.

A careful review of the history of the United States.



## Geography.

COURSE I. (First Academic Class) One hour a week, one year.

Physical Geography.

COURSE II. (Second Academic Class) One hour a week, one year.

Review of Geography in connection with History.

COURSE III. (Third Academic Class) Two hours a week, one-half year.

(a) A rapid review of Geography for the two-fold purpose of ascertaining the proficiency in this branch, of the first year students, and, (b) of training them to uniformity in the intelligent use of the atlas and in the drawing of outline maps in connection with the study of history.

## Mathematics.

COURSE I. (Humanities Class) Four hours a week, one year.

(First Term) Plane Geometry, Books I, II, III.

(Second Term) Plane and Solid Geometry, Books IV, V, VI, VII.

COURSE II. (First Academic Class.) Four hours a week, one year.

Algebra. (First Term) Through Least Common Multiple.

(Second Term) Through Quadratic Equations.

COURSE III. (Second Academic Class) Four hours a week, one year.

Arithmetic. (First Term) Application of percentage reviewed.—Promiscuous examples.

(Second Term) Ratio and Proportion, Mensuration, Series.—Advanced Test Examples.

COURSE IV. (Third Academic Class) Five hours a week, one year.

Arithmetic. (First Term) Review of Common and Decimal Fractions.—Drill in the use of the Metric System.

(Second Term) Percentage and its applications.

## Elocution.

COURSE I. (Humanities Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Power, Stress, Melody, Pitch, Tone, Slides and Waves.

Gesture Drill.—More difficult positions.—Complex gestures. Calisthenic exercises.—Concert drill.

Rendition of Metrical Compositions.—Expression of the passions.

COURSE II. (First Academic Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Inflection of words and sentences.—Pauses and Cadences.—Qualities of voice.

Gesture Drill.—Combinations of simpler gestures and movements.—Calisthenic exercises.—Concert drill.

COURSE III. (Second Academic Class) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding year.—Breathing exercises.—Articulation.—Pronunciation.—Concert drill.—Gesture drill.—Position and movement.—Varieties of Simple Gestures.—Calisthenic exercises.—Concert drill.

COURSE IV. (Third Academic Class) One hour a week, one year.

Vocal Culture.—Breathing exercises.—Articulation.—Pronunciation of Vowels and Consonants.—Concert drill.

Gesture Drill.—Positions in reading and declamation.—Simple gestures.—Calisthenic exercises.—Concert drill.

## Modern Languages.

COURSE I. German. Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors. Classic selections at the option of the professor.

COURSE. II. German. Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors. Extracts from Grammar.

COURSE III. French. Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Practice. Oral and written translation.

(c) Authors. Selections at the option of the professor.

COURSE IV. French. Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Author. Extracts from Grammar.

## Business Courses.

COURSE I. Bookkeeping. Three hours a week, one year.

Double entry.—Day Book.—Journal.—Ledger.—Cash Book.—Sales Book.—Trial Balance.—Balance Sheet.—Checks.—Notes.—Drafts.—Receipts, etc.

COURSE II. Business Writing, Advanced Course. Two half hours a week, one year.

Review of the work of the preceding year.—The Palmer Method completed.

COURSE III. Business writing. Three half hours a week, one year.

Introduction to rapid and easy writing, according to the Palmer Method.

## Vocal Music.

One-half hour a week and one hour's joint practice after class hours.

AIM. Since both the theoretical and practical knowledge of musical notation and tone production are regarded as integral parts of a general and liberal education, it is the aim of the instructor in vocal music to impart a general, rather than a specific training in this art. In many of the primary schools the foundation of this knowledge is already laid; but it is deemed desirable to insure the possession of that knowledge and to enhance it, while the student is engaged in academic studies.

COURSES. The courses are arranged as far as can be done conveniently with the needs of the pupils, in regular gradation according to the judgment of the instructor, in such a manner, however, that at least one-half hour a week is devoted to each of the different grades.

Besides this regular course, one hour's practice a week is usually afforded to select groups of pupils showing any marked aptitude for vocal music.

## Weekly Time Schedule.

### Humanities Class.

	COURSE.	HOURS.
Latin	I.	5
Greek	I.	5
English	I.	3
History	I.	2
Mathematics	I.	4
Christian Doctrine	I.	1
Elocution		1
Bookkeeping		3

### First Academic Class.

	COURSE.	HOURS.
Latin	II.	5
Greek	II.	5
English	II.	5
History	II.	2
Mathematics	II.	4
Christian Doctrine	II.	1
Elocution		1
Physical Geography		1
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### Second Academic Class.

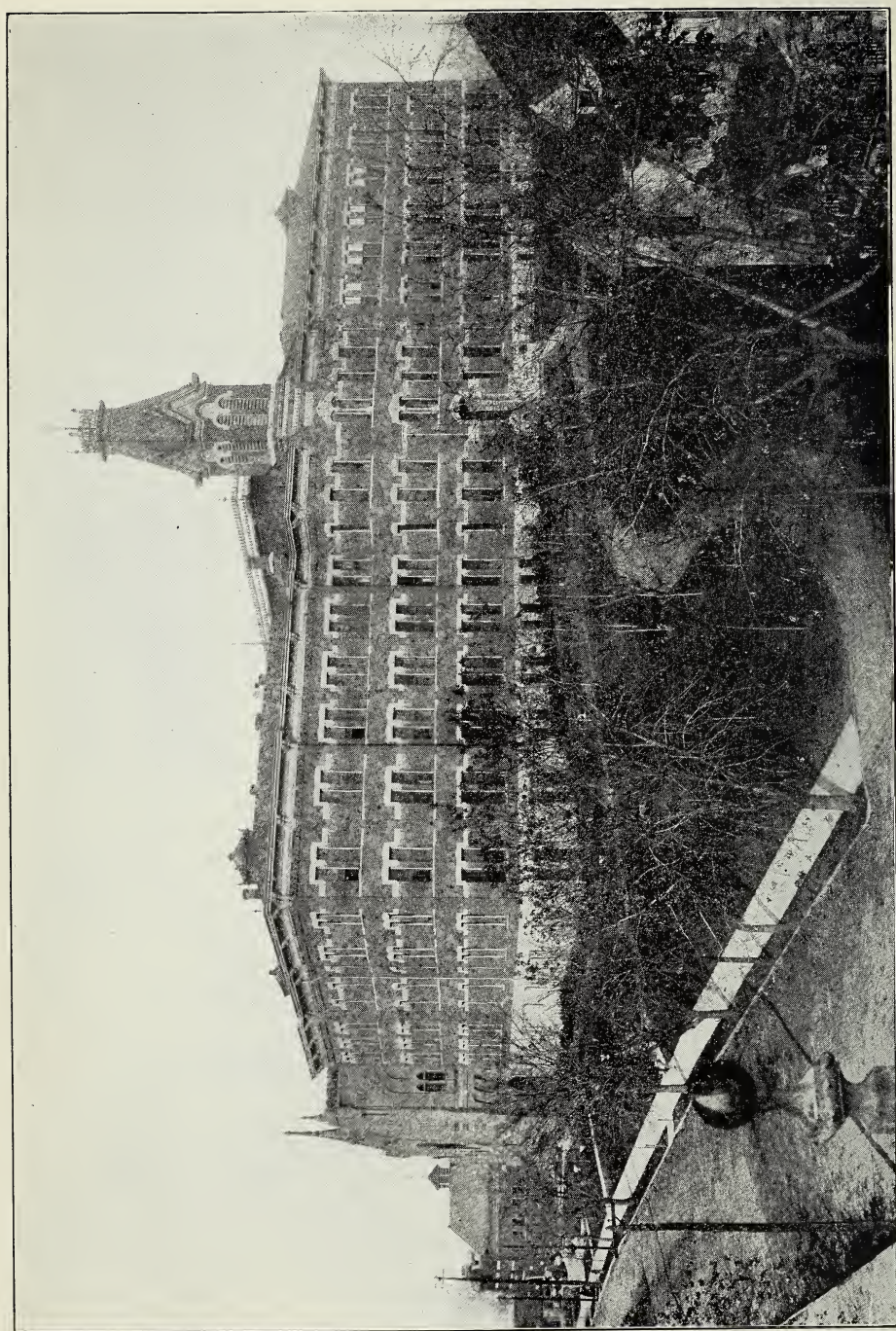
	COURSE.	HOURS.
Latin	III.	5
Greek	III.	5
English	III.	5
History	III.	2
Mathematics	III.	4
Christian Doctrine	III.	1
Elocution		1
Geography	IV.	1
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### Third Academic Class.

	COURSE.	HOURS.
Latin	IV.	7
English	IV.	7
History	VI.	2
Mathematics	IV.	5
Christian Doctrine	IV.	1
Elocution		1
Geography	V.	1
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CREIGHTON UNIVERSITY.

Courses of Studies  
in the  
Department of Liberal Arts.

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The Creighton College,  
Omaha, Nebraska,

## THE COLLEGE COURSE.

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The College course and the High School course, taken together, embrace seven years at Creighton. The College course is one of three years. The classes are called, Philosophy, Rhetoric and Poetry. The lowest, or Freshman, is called Poetry Class, because Poetry, in its best models, ancient and modern, forms the chief subject of study. Sophomore is called Rhetoric class, because the study of Rhetoric or Oratory is the main object of this class. The Senior year is called Philosophy, because Philosophy is there studied almost exclusively.

The course at Creighton has a greater number of weeks in the year, and a greater number of class hours in the week, so that three years' work is about equivalent in time to the four years of other colleges.

The High School course at Creighton embraces four years.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

### Philosophy.

COURSE I. (Logic).—Five hours a week for half a year.

(a) Minor Logic or Dialectics.

The nature of simple apprehensions.—Divisions of ideas.—Judgments and propositions.—Reasoning.—The categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.



(b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

COURSE II. (Mental Philosophy)—Five hours a week for half a year.

(a) General Metaphysics.

The nature of being; its concept and analogy, essence and existence, possible being.—The first principles derived from being.—The attributes of being, unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

(b) Cosmology.

The origin, purpose and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories, ancient and modern.

COURSE III.—Five hours, one-half a year.

(a) Psychology.

Life, plant life, animal life, intellectual life.—Cognition, sensitive and intellectual.—Appetite, sensuous and rational.—The human soul, its nature, its origin, its destiny.—Theories of evolution.

(b) Natural Theology.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will and power of God.—Divine Providence.

COURSE IV. (Moral Philosophy)—Five hours, one-half year.

(a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability for moral acts.—Circumstances lessening accountability.—The passions.—Virtues and vices.



Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual rights and duties.

(A) Duties to God: adoration, faith, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity.—(b) Duties regarding the minds and wills of others.—Lying. (c) Duties regarding the lives of others.—Homicide.—Self-defense. (d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wages of laborers.

II. Social Rights and Duties.

Society in general. The family.—Divine institution and necessity, unity and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

III.—Civil Society.

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive.—Object of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Intervention.—Concordats.—War and arbitration.

### Text-Books.

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppens.

Ethics.—Jouin's *Elementa Philosophiæ Moralis*. For reference, Russo, Hill, Coppens, Poland, Stonyhurst Series. Liberator's Political Economy.

## Latin.

COURSE I. (Rhetoric Class)—Five hours a week one-half year.

- (a) Cicero: Pro Lege Manilia, In Catilinam, I, II, III, IV. Horace: Odes, Epodes, Satires (selected).
- (b) Latin composition in imitation of author.
- (c) Sight translation.

COURSE II. (Rhetoric Class)—Five hours a week one-half year.

- (a) Cicero: Pro Marcello, Pro Milone. Tacitus: Agricola, Germania.
- (b) Latin composition in imitation of author. Original composition in Latin.
- (c) Sight translation.

COURSE III. (Poetry. Class)—Five hours a week, one-half year.

- (a) Virgil's, Aeneid (Book VI and selected passages from other books.)

Horace's Ars Poetica, Easier Odes; Select Christian Lyrics.

- (b) Composition in prose in imitation of Cicero. Off-hand translation into Latin from English text-books and from Homer. —Practice in verse-writing.

COURSE IV. (Poetry Class)—Five hours, one-half year.

- (a) Virgil's, Aeneid, Books I and II. Cicero: Pro Archia.
- (b) Latin composition in keeping with Arnold's Practice, Parts II and III.

## Greek.

COURSE I. (Rhetoric Class)—Five hours, one-half year.

- (a) Demosthenes Philippics or Olynthiacs. St. Chrysostom, Eutropius. Sophocles.—Oedipus Tyrannus or Antigone Aeschylus.—Prometheus Bound.
- (b) Composition, Imitation of Authors.

COURSE II. (Rhetoric Class)—Five hours, one-half year.

(a) Author.—Demosthenes, Philippiacs or Olynthiacs.

(b) Composition.—Imitation of Author.

COURSE III. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's Iliad, Bk. VI.—Selected Odes, from Græca Minora.

(b) Composition.—Translation of Homer into Attic Greek.  
—Theme work.

COURSE IV. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's Iliad, Bk. I, Selections from Bks. II and V.—Selected Odes.

(b) Composition.—Themes.

N. B.—In courses III and IV, a close metrical and literary analysis of the author is aimed at.—Homeric peculiarities are examined and discussed, and the Greek Epic Cycle is historically considered, as well as Homer's influence on literature.

References: Gladstone's Works on Homer; Lawson's Successors of Homer; Mahaffy, Grote, Felton.

## English.

COURSE I. (Philosophy Class)—Two hours a week, one year.

(a) Philosophy of Literature.—Canons of Criticism.—Study of classical authors, particularly writers on philosophical topics.—Discussion of course of argumentation.

(b) Practice.—Written papers on philosophical subjects.—Oral and written criticisms of papers presented in class.

COURSE II. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts.—The different species of oratory: deliberative, forensic, demonstrative and sacred.

(b) Authors: Historical and critical study of the master orators, ancient and modern.

(c) Practice: A written paper on topics assigned.—Criticisms of speeches or essays presented in class.—Analysis of ora-

tions and outlines of speeches to be delivered. References: Quintilian, Kleutgen, Blair, Bardeen, Genung, Hill, etc.

COURSE III. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts: (Oratorical composition) Qualifications of the Orator, Oratorical topics.—Order of arguments.—The parts of an oration (Coppens, S. J.)

(b) Authors: The best specimens of British and American orators read, analyzed and discussed.

(c) Practice: A written paper each week in imitation of models, or in illustration of precepts.

COURSE IV. (Poetry Class)—Three hours a week, one-half year.—Fiction.—Essays.—Poetry.

Theory: Ground principles of literary æsthetics. (a) Beauty. 1st. What things are beautiful? 2nd. What are the qualities or elements constituting beauty. (a) Physical (b) Moral and spiritual sublimity.

(b) Criticism. Taste, imagination, sentiment. For reference: Jungmann, Taparelli, Addison, Burke, Alison, Upton, etc.

(2) Fiction, Romance, Novels, and their different classes, objective, subjective, real, ideal. Origin, development, volume, worth and uses of English prose fiction.—The Metrical Romances, Mallory, Sidney, Lyly, Lodge, Fielding, Smollet, Richardson, Goldsmith, Edgeworth, Scott, Dickens, Thackeray, Lytton, George Eliot, Stevenson, Howells, Crawford, etc.

For reference: Tuckerman, Cross, Crawford, Howells, Brandner Matthews on the Historical novel; Arlo Bates' Aspects of Fiction.

(3) Poetry. Nature, province, divisions, qualities required in the poet.

For reference: Art of Poetry in the Britannica. Stedman's Nature of Poetry, and his Victorian and American Poets.—Sydney's "Defense of Poesy."—Shelley's "Defense of Poetry."—Leigh Hunt's "What is Poetry?"—Aristotle's Poetics.

Narrative Poetry. (1) The Epic, (2) The Metrical Ro-

mance, (3) The Metrical Tale, (4) The Ballad, (5) The Descriptive Poem, including Pastoral and Idyllic (6) The Allegory, (7) The Mock Heroic. Each kind studied in its nature, origin, history, present condition, etc.

Chosen specimens for class or private reading are examined according to the following method: (1) Mastery of the Subject, (2) Metre, Rhyme, Stanza, Structure (3) Classification (4) Purpose, (5) Plot, (6) Characters, (7) Setting, (8) Contrast, (9) Style, (10) Characteristics of Author, (11) Memory passages, (12) Life of Author, (13) Critical Opinion, (14) Comparative Study, (15) Collateral Reading.

For Reference: Lanier's *Science of English Verse*. Heydrick's "How to Study Literature," Gummere's *Handbook of Poetics*.

COURSE V. (Poetry Class)—Three hours a week, one-half year.

I. (a) Lyric Poetry and Nature. How distinguished from other kinds of Poetry, Varieties (a), (1) Simple (2) Emotional, Enthusiastic, (3) Reflective. (b) (1) Sacred, (2) Patriotic, (3) Love Lyrics, (4) Lyrics of Nature, (5) Lyrics of Grief, (6) Reflective, (7) Convivial, (8) Lyrical Ballad, (9) Miscellaneous.

(b) Classical specimens of each kind studied and explained in class-room in the following or some kindred order: Reading the Poem, Classification, Central Theme, Mood, Movement, Sound Structure, Style, Characteristics of Author, Memory Passages, Life of Author, Critical Opinion, Comparative Study, Collateral Reading.

(c) Origin and Growth of Lyric Poetry. Its great masters. Present Condition.

For Reference Gummere, Heydrick, etc.

II. Dramatic Poetry: (1) Tragedy, Comedy, The Reconciling Drama. Nature and characteristic of each. Difference between the Drama and other species of Poetry. Laws regulating Dramatic Composition.

(2) For class study and analysis, *The Merchant of Venice*, *The Tempest*, *Hamlet*, *Macbeth*, *Richard III*.



(3) Origin and History of the Drama; Shakespeare's place among dramatists.

For reference, Blair, Moulton, Schlegel. *Cyclopedia Britannica* on Dramatic Poetry.

Essays: (1) Nature, Structure, Kinds, personal, narrative, critical, reflective.

(2) Models of each species used for reading and class analysis.

(3) Origin, history and value of the Essay in English Literature.

Practical original composition of novelettes, poems and essays, at least one composition a week.

## Practical Oratory and Debating.

COURSE I. Two hours once a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## Evidences of Religion.

COURSE I. (Philosophy Class) One hour a week, one year.

Apologetics. Christianity a Revealed Religion, Revelation in General.—Pre-Christian Revelation.—The Christian Revelation.—Institution of the Church.—The End of the Church.—The Constitution of the Church.—Marks of the Church.—The Teaching Office of the Church.—Sources of the Church's Teaching.—The Rule of Faith.

COURSE II. (Rhetoric Class) One hour a week—one year. Christian Dogma. The Existence of God. The Nature of God.—The Attributes of God.—The Unity of God.—God in Three Persons.—God the Creator.—The Various Grades of Creation.—God the Redeemer of Fallen Man.—Grace actual and habitual.—The Sacraments as Means of Grace. The Sacraments in Particular.—The Church as a Means of Salvation.—The Last Things.

COURSE III. (Poetry Class) One hour a week, one year. Christian Moral. The Basis of Morality.—Law and Con-

science.—Conditions of Morality.—Moral Good and Moral Evil.—The Christian's Duties towards God, towards Himself and towards his Neighbor.—Christian Perfection.

## History.

COURSE I. (Rhetoric Class)—One period a week, one year. Nature and general laws of History.—Sources of Historical knowledge.—Qualities required in the historian.—General reliability of history.—Special sources of error.

(a) False Statements. References.—Herodotus, Diodorus Siculus, Rollin, Rawlinson, Lenormant and Chevalier, Froude.

(b) Suppression of Facts. References.—Spalding's Miscellanea, Gibbon's Decline and Fall of the Roman Empire, Prescott's Conquest of Mexico.

(c) Partiality. References.—Livy, Irving.

(d). Prejudice.

(e) False theories. References.—Hume, Mitford, Herder, Kant, Hegel, Guizot, Cousin, Michelet, Bancroft, Carlyle, Macaulay, Mitchel, Lingard.—Schools of History, Fatalistic, Descriptive, Judicial.—References.—Bossuet, Alzog, Darras, etc.—Philosophy of History.—References.—Voltaire, Montesquieu, Buckle, Guizot, Balmes.

COURSE II. (Poetry Class)—One hour a week, one year.—Ancient History from the first Punic War to the beginning of the Christian Era.—The first and second Punic Wars.—Antiochus the Great.—The Maccabees.—The third Punic War.—End of Grecian independence.—The Romans in Spain.—War with Jugurtha.—The Civil Wars in Rome.—Marius and Sulla, Pompey.—Cicero and Cataline.—Julius Cæsar.—His Conquest of Gaul and his victory over Pompey.—Cæsar's death.—Octavius and Antony.—The Battle of Actium.—The Empire of Rome.

## Mathematics.

COURSE I. (Philosophy Class) Two hours a week, one half year.—Differential and Integral Calculus.—Differentiation.—Maclaurin's and Taylor's Theorems.—Maxima and Minima evolutes and envelopes.—Tracing of curves.—Integration, Rectification, Quadrature, Cubature, Applications to Mechanics.—Surfaces in general.—(Hardy.)

COURSE II. (Rhetoric Class)—Four hours a week, one-half year.—Advanced Algebra.—(Wentworth.)

COURSE III. (Rhetoric Class)—Four hours a week, one-half year.—Analytic geometry.—Conic sections.—(Wentworth.)

COURSE IV. (Poetry Class)—Four hours a week, one-half year.—Spherical geometry and spherical trigonometry.—(Wentworth.)

COURSE V.—(Poetry Class)—Four hours a week, one-half year.—Plane trigonometry and surveying.—(Wentworth.)

## Sciences.

### Astronomy.

COURSE I. (Philosophy Class) Five hours a week, one-half year.

(a) The Doctrine of the Sphere.—The Earth, form, dimensions, rotation, mass and density.—The Moon.—The Sun.—Celestial Mechanics.—Comets and Meteors.—The Stars.

(b) Practice. Use of transit circle and of the equatorial. Use of the Ephemeris.—Calculation of Eclipses.—Use of the spectroscope.

### Geology.

COURSE II. (Philosophy Class) Two hours a week, one year.

(a) Dynamical Geology.—Winds, Weathering, Rivers, Glaciers, Lakes, The Ocean, Volcanoes, Earthquakes.

(b) Structural Geology.—Rock-forming Minerals.—Composition and Structure of Rocks.—Physiographic Structure.

(c) Historical Geology,—Archaean and Algonkian, Paleozoic, Mesozoic and Cenozoic Eras.

### Physics.

COURSE III. (Rhetoric Class) Three hours a week, one year.

(a) Light: Transmission.—Reflection.—Refraction.—Spectrum Analysis.—Polarization.—Diffraction.—Interference.—Theories of Light.

(b) Magnetism. Induction.—Lines of force.—Magnetic Dip.

(c) Statitical Electricity: Induction.—Condensation.—Electrometers.—The Holtz and the Wimshurst Machines.

(d) Dynamical Electricity: Batteries.—Galvanometers.—Measurement.—Generation in a Magnetic Field.—The Dynamo and the Motor.—Transformers.—Direct and Alternating and multiphase currents. Tesla effects.—Crookes Tubes.—Roentgen Rays.

COURSE III. (Poetry Class) Three hours a week, one year.

(a) Mechanics.—Statics.—Dynamics.

(b) Gravitation and Molecular Attraction.

(c) Liquids.—Specific Gravity.—Surface Tension.

(d) Gases, Properties and Laws.

(e) Sound.—Physical Theory of Music.—Analysis of Vibration.

(f) Heat: General Effects.—Vaporization.—Latent Heat.—Specific Heat.

### Chemistry.

COURSE V. (Rhetoric Class) Two hours a week, one year.

(a) General Chemistry.—Positive or Metallic Elements.

(b) Laboratory Practice.



COURSE VI. (Poetry Class ) Two hours a week, one year.

(a) General Chemistry.—Negative or Non-Metallic Elements.

(b) Laboratory Practice.

## Political Science.

COURSE I. (Rhetoric Class ) One period a week, one-half year.

General Principles of Government :

(a) State Governments.—Constitution.—Their nature, object, establishment.—Departments; legislative, executive, judicial.

(b) The National Government: Origin, nature, growth.—Its Function; the legislative, the judiciary, the executive.

COURSE II. (Rhetoric Class ) One period a week, one-half year.

General Principles of Law :

(a) Municipal Law ; civil rights, contracts, real estate, criminal law.

(b) International Law ; its nature and authority ;—War and Peace Rights and Duties of Belligerents—Rights and Duties of Neutrals.

## Elocution.

COURSE I. (Philosophy Class ) One hour a week, one year.

Mutual criticism of delivery and of interpretation.—Discussion.—Impromptu speaking.

COURSE II. (Rhetoric Class ) One hour a week, one year.

Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of oratory.

COURSE III. (Poetry Class ) One hour a week, one year.

Interpretation and delivery.—Impersonation.—Constant application of theory and of experience acquired.

## Teachers' Courses.

For the accommodation of those students who desire to qualify themselves for Superintendents' Examinations, special courses are arranged in Pedagogy, in Physiology and Hygiene, in Botany and Zoology, and in Analytical Chemistry.

In these special courses the hours of instruction and of laboratory work will depend upon the option of the instructors and the convenience of the students.

## Weekly Time Schedule.

### Philosophy Class.

	COURSE.	HOURS.
Mental Philosophy	I. and II.	5
Psychology and Ethics	III. and IV.	5
Mathematics	I.	5
Evidences of Religion	I.	1
English	I.	2
Sciences	I.	2
Elocution	I.	1
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### Rhetoric Class.

	COURSE.	HOURS.
Latin	I.	5
Greek	I.	5
English	I.	3
Mathematics	II.	4
Political Science and History	I.	1
Science	II.	4
Elocution	II.	1
Evidences of Religion	II.	1
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Poetry Class.

	COURSE.	HOURS.
Latin	II.	5
Greek	II.	5
English	II.	3
Mathematics	III.	4
History	II.	1
Evidences of Religion	III.	1
Science	III.	4
Elocution	III.	1
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## DEGREES.

According to the Act of Legislature under which the Creighton University was incorporated, its Board of Trustees has power "to confer such Academic degrees and honors as are conferred by Colleges and Universities of the United States."

### REQUIREMENTS.

The degree of Bachelor of Arts is conferred upon those who have successfully completed the Course of Studies as outlined in the Catalogue.

The degree of Master of Arts, in course, can be obtained by devoting a second year to the study of Philosophy in the College, or two years to professional studies.

The degree of Bachelor or Doctor of Philosophy will be granted only to Masters of Arts after successful Post Graduate Courses in Philosophy and Science.

Professional degrees, in course, are defined by the Professional Departments of the University.

Honorary degrees are conferred, at the discretion of the Board of Trustees, upon those who have deserved well of the community in Literature, or Science, or the Professions.

## SCHOLARSHIPS.

The Catholic University of America, at Washington, D. C., desiring to encourage good work among the students of Catholic Colleges, has established a number of special scholarships and assigns to each college which grants the degree of A. B., one of the scholarships thus established under the Faculty of Philosophy, the Faculty of Law, or in the School of the Technological Sciences.

By the courtesy and generosity of the President and Faculty of Georgetown University, Creighton College will have one scholarship in each of the departments of the University, viz., in the Law Department, in the Medical Department and in the Postgraduate Department.

These scholarships will be open to those who obtain the degree A. B., in course, from Creighton College, but the manner and the conditions of assignment to the scholarships are left to the determination of the Faculty of the College. Graduates who wish to avail themselves of these scholarships should send in their written applications to the College at an early day.

## MUSICAL CULTURE.

The study of music, both instrumental and vocal, has always received encouragement at the hands of the Faculty, and excellent opportunities for musical training under the direction of professional teachers are offered to all the students who desire to avail themselves of them. It was the endeavor of these professors to cultivate among the students a correct taste for music, while they instilled enthusiasm for the art by the success with which their efforts were crowned. While private lessons may at all times be taken by the students individually, it is thought that concert drill by creating emulation and practically inculcating harmony contributes much to the musical development of the student. From the classes thus conducted it has been possible to form the University Mandolin Orchestra, which has acquired sufficient proficiency to supply at various entertainments the musical numbers of the programme, and by means of the vocal classes, the Junior choir and the University Glee Club, composed entirely of students, have added much by their efforts, to the impressiveness of divine worship and to the enjoyment of many an evening in the University Hall.

What has been begun under such favorable auspices, the students are most earnestly urged to continue for the sake of the refining influence which music by its very nature exerts, as well as for the many-sided development which its cultivation effects.



## COLLEGE ORGANIZATIONS.

### SOCIETIES FOR RELIGIOUS CULTURE.

#### 1.—*The Sodality of the Immaculate Conception.*

The Sodality is an organization for Catholic students, who desire in a particular manner to give expression to their devotion to Our Lady by the study and imitation of her virtues, and by practices of piety in her honor. At the weekly meetings on Saturday the Little Office of the Immaculate Conception is recited and an exhortation is given by the Reverend Director. The Sodality was founded November 9, 1878, and membership has always been most satisfactory both in numbers and in regularity of attendance.

#### 2.—*The Apostleship of Prayer—League of the Sacred Heart.*

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

#### 3.—*The St. John Berchmans Sanctuary Society.*

The object of this Society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### SOCIETIES FOR ORATORICAL CULTURE.

#### 1.—*The Creighton Oratorical Association.*

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest in oratory takes place to determine the representative at the State contest.

#### 2.—*The Creighton Literary Society—*

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its recent foundation, which was to secure for the lower classes of the course, advantages which the Creighton Oratorical Association insures to the higher.

3.—*The Creighton Dramatic Circle.*

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

SOCIETIES FOR MUSICAL CULTURE.

1.—*The Creighton University Mandolin Orchestra.*

The Orchestra was established among the students in 1899, and besides affording them training in instrumental music enables them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

2.—*The University Glee Club.*

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

OTHER SOCIETIES.

*The Creighton University Athletic Association.*

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last two years has it made its presence felt in intercollegiate contests on the gridiron and the diamond. During the past year particularly a new impetus was given to outdoor sports by the laying out of the new athletic field near the University buildings, and by providing larger and more convenient apartments with baths and lockers for the exclusive use of the players. It is the hope and purpose of the association to further indoor athletics to a like extent by fitting up in the near future a modern gymnasium with all necessary appurtenances.

*The Students' Library and Reading Room Association.*

To the officers and members of this Association do the Students owe their facilities for interesting and useful reading. Under their management the Library has been open free to all from the year 1880. By a yearly addition of from one to two hundred books, they have increased the number to over three thousand volumes. Periodicals number thirty-eight, and pamphlets accessible to professors and students exceed 1,000. A volunteer corps of librarians is in attendance during four hours on class days and during two hours on free days.

Since the opening of the spring term of the present year the association has been able to offer to the students all the accommodation

## THE CREIGHTON COLLEGE.

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afforded by the new reading room. This room occupies the whole lower floor of the main building, is handsomely decorated and well lighted. Removed from the noise and distraction of the street and of the play grounds the student can here at his ease devote his leisure time to reading or study.

### LIBRARY CATALOGUING.

In order to make the library available to all, the exhaustive method of cataloguing and indexing, begun in 1900, has been continued by a corps of librarians chosen from among the students of the collegiate department. The dictionary catalogue is, at present, sufficiently complete to permit of immediate attendance to current accessions. The charging system adopted during the past year is one approved by the American Library Association and in use in the best libraries throughout the country.

## GENERAL REGULATIONS.

The Academic Year consists of one session, beginning on the first Monday of September, and ending in the last week of June, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place.

Punctual attendance is strictly insisted upon. Parents are regularly informed of the non-attendance of their sons, who, in case of absence, are invariably required to bring a note of excuse to the Vice-President. In order that the lessons may be prepared with proper assiduity, parents are requested to insist on their sons studying at home for two or three hours every evening.

The daily work of the students counts one-half for honors.

The College is open every morning at half-past 7 o'clock. Those who come before the time of class proceed at once to the class-rooms, and devote the interval to private study. All are required to be present five minutes before half-past 8 o'clock, at which hour the Catholic Students hear Mass. At 9 o'clock a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Thursday is the weekly recreation day.

Thorough written examinations are made in all the classes in October, December, February and April. These examinations are competitive and are followed by a distribution of Premiums. The percentage obtained by the students is publicly announced, and honors are awarded to the leaders. A MEDAL OF EXCELLENCE is awarded to the student who makes the highest percentage in the collective branches of his class. Those who make 90 per cent. and upwards, merit the distinction of FIRST HONORS, and those who gain between 85 and 90, SECOND HONORS. Besides these incentives to general endeavor, a first and second prize are given for excellence in each of the branches of every class, but the percentage must be at least 85 in the Collegiate Course, and 80 in the Academic. At the distribution of premiums testimonials of Excellent Deportment are given to deserving students. Reports of the conduct and class-standing of students are sent, after each distribution, to parents and guardians. The premiums at the close of the session are bestowed upon those who have made the highest average percentage in daily work and written examinations. The final written examinations for promotion take place in June.

Parents who wish to withdraw their sons before the end of the session, are respectfully requested to give due notice of their intention to the Vice-President. Many inconveniences will thus be avoided, and order secured. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

## THE CREIGHTON COLLEGE.

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For faults committed outside of the premises, the officers of the College are by no means responsible, as students cease then to be under their jurisdiction; still, should any serious charge be fairly substantiated, the guilty shall be punished according to the gravity of the offense.

Whoever damages the College property must make compensation.

The use of tobacco is not allowed.

The use of profane language, or anything bordering on immorality, will subject the offender to expulsion.



## ORDER OF THE DAY.

### MORNING.

#### COLLEGIATE DEPARTMENT.

- 8:30 Mass.  
9:00 Latin, Mathematics.  
10:00 Recess.  
10:15 Philosophy, Greek.  
11:00 Physics, Chemistry, Book-keeping.  
11:55 Recess.

#### ACADEMIC DEPARTMENT.

- Mass.  
Latin.  
Recess.  
Greek, History, Geography.  
Religious Instruction.  
Penmanship, French, German.  
Recess.

### AFTERNOON.

- |   |                                      |
|---|--------------------------------------|
| 1:00 Evidences of Religion, Literature, Rhetoric. | Rhetoric, English Grammar, Spelling. |
| 1:55 Recess.                                      | Recess.                              |
| 2:05 Philosophy, Mathematics.                     | Mathematics, Arithmetic.             |
| 3:00 Classes Dismissed.                           | Classes Dismissed.                   |

## TERMS.

TUITION IS ENTIRELY FREE during the seven years of the Classical Course, which is open to students from any one of the States of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$7 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum.

The Graduation fee is \$10.

The College is for day-scholars only.

While the Vice-President will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the other College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.00 to \$4.00 per week.

For further information apply to the President or Vice-President of the College.

Officers, Faculty and Students

= of the =

Classical Department.

1902-1903.



# The John A. Creighton Medical College.

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## CHEMISTRY.

### *First and Second Year.*

- I. During the first year lectures are given three times a week in general chemistry and chemico-physics so as to cover the ground necessary to furnish a working foundation to the student for the successful understanding of materia medica, bacteriology, physiology, etc.—**PROF. C. F. CROWLEY.**
- II. Twelve hours a week the student comes into immediate contact with chemical reactions and experimental work in the laboratory (28x64 feet), where each student is furnished with a table supplied with all the appliances requisite for a practical course in qualitative analysis. This latter is followed by work in quantitative methods. Considerable stress is laid upon this part of the work, as it furnishes a logical training whereby the student becomes an independent worker and thinker. Here, too, the identification of the inorganic poisons is taken up.—**PROF. C. F. CROWLEY.**
- III. The work of the second year is both didactic and experimental. Organic chemistry is studied in the first semester with laboratory work three hours a week, making the student familiar with the hydro-carbons and their place in the chemical and medical world. The study of alkaloids forms no little part of this semester's work, as does also the chemistry of the toxic substances of the materia medica. Following this, special time is given to the consideration of proteids, carbohydrates, fats, and salts, of the salivary, gastric, pancreatic, and intestinal secretions, of enzyme action, of blood, sweat, lymph, bile, and milk. The second semester is devoted largely to urine analysis, based upon the chemistry of foods.—**PROF. C. F. CROWLEY.**

Special facilities are offered for work of a research nature along original lines. An opportunity is also furnished for the analysis of various water supplies, food, etc.

## HYGIENE.

### *Second Year.*

This branch is taught by lectures and laboratory work.

- I. Lectures, on air, soil, heat, climate. Also on heating, ventilating, lighting, and the supplying of water and sewerage for houses and cities. Dietetics and clothing. Exercise and baths. Hygiene of schools, prisons and hospitals. One hour per week.
- II. Laboratory work. Examination of water, air, foods, beverages, clothing, soils, etc.

## BACTERIOLOGY.

### *Second Year.*

- I. Bacteriology, study of the relationship of bacteria to other micro-organisms and to disease; of the biological and morphological characteristics of bacteria; of the methods of separating one species from another and from unknown species; methods of determining pathogenic properties; bacterial toxins; immunity; serums; serum diagnosis and serum-therapy; disinfection and germicidal values.

## The John A. Creighton Medical College.

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Especial care is taken to teach each student how to stain and diagnose the organisms of tuberculosis, gonorrhœa, and diphtheria, and perform the Widal test for typhoid fever. No student is passed in this class unless he can give practical demonstrations of his proficiency in this regard. Microscopes equipped with oil-immersion lenses, test-tubes, and other apparatus, are supplied, and responsibility for their return in good condition rests with the student. Laboratory work and lectures six hours a week for three months. Recitations once per week during the term.—PROF. MILLARD LANGFELD.

### THEORY AND PRACTICE OF MEDICINE.

#### *Third Year.*

- I. The course prescribed in the Department of General Medicine has been carefully planned. As the studies of the second year are intended to prepare the student for the study of the Theory and Practice of Medicine, so is this course intended to prepare for the clinical courses of the fourth year. To this end a systematic series of lectures is offered, including such general diseases as are not considered in the special courses. Three hours a week are devoted to these lectures. They comprise a detailed description of each of the diseases under consideration. The diseases are discussed upon the uniform plan of a description of the affection, its symptoms, history, cause, pathological changes, symptoms, complications, diagnosis, prognosis, prevention and treatment. Supplementary to these lectures a quiz-course is held. By such thorough and systematic study of the diseases he is to meet in the clinical courses of the fourth year, the student is prepared to appreciate in the fullest degree the varying phenomena of daily practice.—PROFS. A. W. RILEY and B. F. CRUMMER.
- II. During this term the student also has ample opportunity, in the college and hospital clinics, of putting into immediate use the knowledge obtained in this and previous terms. An important feature in the medical instruction in the junior year is the work in the free dispensary at the college building. The students are divided into sections and each section assigned to several weeks' service during the term. During this service each student has an opportunity to receive personal instruction in the application of knowledge already gained, in physical diagnosis, in methods of differential diagnosis, in symptomatology, in therapeutics, and in prescription writing. The personal contact with patients and individual opportunity to put in practice the didactic and clinical instruction, of the various departments, is considered of the utmost importance by this institution.—PROFS. B. F. CRUMMER and LEROY CRUMMER.
- III. Physical diagnosis will be (a) taught by lectures and recitation one hour a week during term. (b) Lectures on diseases of the blood, ductless glands, kidneys and constitutional diseases, will be given throughout the term. (c) A practical course in history, taking and examination and treatment of patients will be given at college dispensary during term. (d) Bed-side instruction in the hospital



## The John A. Creighton Medical College.

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wards will be given twice a week during second semester.—DR. LEROY CRUMMER.

- IV. The medical teaching of the senior year is chiefly clinical. The study of medicines and their mode of action is begun before clinical teaching is taken up, as those subjects must be understood before prescriptions for the sick can be comprehended. For the same reason general pathology is taken in the second year, and in the third special pathology is taken up while the recitation course in medicine is being pursued. The object is to introduce first the most fundamental subjects which are tributary to medicine, and end the course with as many practical clinical demonstrations as possible. Medical specialties, such as pediatrics, nervous diseases, etc., are given as per schedule throughout the course. The great amount of clinical experience which the student receives in the senior year prepares him for the practical part of his life's work. Ample material for these clinics is furnished by the hospitals, under the control of this school, and the college dispensary.—DRS. RILEY, B. F. CRUMMER, LEROY CRUMMER, SPALDING and COULTER.

### DISEASES OF CHILDREN.

*Third and Fourth Year.*

- I. Instruction will be by didactic and clinical lectures. The aim of each instructor will be to present the chief points in the description, differentiation, and treatment of children in a clear and forceful manner. Methods of diagnosis of diseases of children will be compared with methods used with adults. The subjects considered will be the physiology of the infant child, diseases of the newly born, general hygiene of infants and children, infant feeding, especially artificial food modification, diseases of the digestive organs, respiratory organs, liver, genito-urinary organs, and skin. One hour a week for thirty weeks to the third-year class.—DR. C. W. POLLARD.
- II. Lectures on the diseases of the blood, heart, nervous system, specific infectious diseases and constitutional diseases. One hour a week for thirty weeks to fourth-year class—DR. F. W. HOUGHTON.
- III. Clinical instruction two hours a week at the college dispensary and one hour a week to fourth-year students at the Child Saving Institute.

### NEUROLOGY.

*Third and Fourth Year.*

- I. Didactic lectures, diseases of the brain, cord and membranes; first, those diseases in which no pathological changes are found; second, diseases of known pathology. One hour a week for eight months.—PROF. S. K. SPALDING.
- II. Clinical lectures. Prof. S. K. Spalding, to January — Prof. F. B. Coulter until end of term.
- III. Mental diseases (a) didactic lectures, study of the forms of insanity, ætiology, pathology (when known), classification, care and treatment. One hour a week for sixteen weeks. (b) Clinical presentation at St. Bernard's Hospital, of such cases as illustrate above condition. One hour a week for eight weeks.—DR. F. T. SEYBERT.

SURGERY.

*Third and Fourth Year.*

- I. Throughout the year lectures on the principles and practice of surgery will be given to the third-year class three hours a week. Thorough consideration will be given to general, regional, and operative surgery. Pathological conditions will be studied as the prime factor in the ætiology of surgical diseases. The relation of the collateral branches of science to surgery will be studied, particularly the diagnostic significance of the blood count and of urinary examinations as operative indicators. The science and art of surgery will thus be taken up together.—DRS. J. P. LORD and C. C. ALLISON.
- II. Clinical surgery. Surgical clinics will be held in St. Joseph's Hospital Amphitheater Tuesday and Saturday forenoons throughout the school year. Clinics will also be held Saturday afternoons at Douglas County Hospital. Surgical clinics daily at John A. Creighton Medical College dispensary from 1 to 2 p. m.—DRS. J. P. LORD, C. C. ALLISON, F. RUSTIN, H. P. HAMILTON, or R. D. MASON.
- IV. Surgical pathology, regeneration as the process of repair infective inflammation, suppuration, abscess, ulcer, fistula, pyæmia, septicæmia, tubercle, tumors benign and malignant. One hour a week for thirty weeks to third-year.—PROF. H. P. HAMILTON.
- V. Fractures and dislocations, (a) general considerations, pathology, detailed instruction concerning each, splints, dressings and their application. (b) Shock, causes, pathology, diagnosis, treatment. (c) Anæsthesia, physiological action, administration, phenomena, management of dangerous symptoms. One hour a week for thirty weeks. —PROF. T. B. LACEY.
- VI. Orthopedic surgery. (a) Pathology, deformities and their correction, mechanical principles of appliances, discussion of the various forms of apparatus employed. One hour a week for eight months. (b) Practical instruction at the college clinics and St. Joseph's Hospital. One to three hours a week for thirty weeks.—PROF. J. P. LORD.
- VII. Surgical and regional anatomy and operative surgery. This course implies an intricate study of anatomy as related to the relationship between surgical operations and the anatomical structures involved. So far as possible the work will be illustrated by dissections upon the cadaver; a careful dissection of the anatomical part being made to illustrate the surgical subject taken up in the lecture. Two hours a week will be devoted to surgical anatomy, the time being divided irregularly between lectures and quiz work. In this way it is hoped to impress upon the students not only the important relationship, but to bring out facts which are not obtainable in text books. Charts to a great extent will be employed to augment work of dissections, so that the illustrated and practical points may be brought out. By a recent enactment of the legislature, it was voted that all bodies from insane asylums, poor houses, state hospitals, penitentiaries, etc., which are unclaimed for forty-eight hours shall be delivered to the Medical Schools of the state for scientific purposes. This law gives to the John A. Creighton Medical College one-

third of all such cases in the state. It will thus be seen that the material for dissection, exploration and surgical anatomy is increased many fold. This feature obviates a system that has long prevailed in our western schools, namely, the necessity of shortening the work of dissections, surgical anatomy, and operative surgery. Operative surgery will be taken up in section work and individual instruction given as far as the material will permit; in this branch operations of an emergency nature will be performed, also capital operations such as are seen in the clinics of the St. Joseph Hospital. Students will be given special instruction in the performance of the various operations, which are illustrated in the different text books on operative surgery.—FREDERICK RUSTIN, M. D.

VIII. Rectal surgery. In this course will be taught the cause, diagnosis, pathology and treatment of all diseases, both medical and surgical, of the rectum, anus and sigmoid, including constipation, hemorrhoids, abscess, fistula, stricture, cancer, ulceration, prolapse, pruritus, congenital malformations, wounds, foreign bodies, impaction, non-malignant tumors, proctitis, irritable ulcer, etc. Instruction will be given by lectures, illustrations, quizzes, and clinical work—DR. R. D. MASON.

VIII. Oral surgery. The lectures on this subject cover not only the ordinary surgical operations performed in the mouth, but such lesions of the jaws and associate parts as are known to exert an influence upon other organs and tissues. While no attempt is made to teach operative dentistry, the diseases of the teeth and gums are discussed and their treatment outlined. The mouth as a source of infection and other reflex disturbances due to diseased teeth are given special attention.—DR. A. HUGH HIPPLE.

### OBSTETRICS.

#### *Third and Fourth Year.*

- I. The subject of obstetrics is taught by lectures, recitations and demonstrations upon the manikin, by drawings and charts and by attendance upon clinical cases of labor. The didactic work is done mainly in the third year, the clinical study in the fourth year. Cases of labor among the poor of the city are referred to two members of the senior class, and they, assisted by the professor or one of his assistants, attend the case, thus giving the student full clinical advantages under circumstances more nearly what he might expect to meet in actual practice than if he were attending merely hospital cases.
- II. The anatomy and physiology of the female generative organs; the development of the embryo and appendages; changes in the maternal organism, pregnancy, its symptoms, normal and pathological; normal labor. Three hours a week until subject is completed.—DR. F. J. WEARNE.
- III. The theory and practice of obstetrics. Normal labor, abnormal labor, complications, both of pregnancy and labor, and their management; abortion, miscarriage and premature labor. The puerperal state; the breast and its management. Three hours a week, in December, January and February, for third year.

## The John A. Creighton Medical College.

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- IV. Operative obstetrics. Version; the forceps; craniotomy; the cranio-clast and cepholotriptor; cæsarean section and symphyseotomy; embryotomy; the contracted pelvis and its management. One hour a week for third and fourth year.—PROF. CHARLES ROSEWATER.
- V. At the Rescue Home, Twenty-fourth and Spalding streets, the lady members of the senior class are shown many obstetrical cases during the term and are given ample opportunity to familiarize themselves with both normal and abnormal labor.—DR. MARY STRONG.

### OPHTHALMOLOGY.

*Third and Fourth Year.*

- I. Lectures and recitations one hour a week during term to third and fourth-year students.—PROFS. BRYANT or DAYTON.
- II. Clinics and clinical lectures, two hours a week to third and fourth-year at St. Joseph's Hospital.—PROF. BRYANT.
- III. Clinical instruction will be given at the college free dispensary, in diagnosis of diseases of the eye, in methods of examination, in the use of instruments, including the ophthalmoscope, and in the application of remedies, etc. Two hours a week during term for third and fourth-year students.—PROF. BURRELL.

### GYNÆCOLOGY.

*Third and Fourth Year.*

- I. Principles and practice, didactic lectures. One hour a week for thirty weeks.—PROF. W. O. HENRY.
- II. Practical instruction in the examination, diagnosis and treatment of patients and the use of instruments. Two hours a week for thirty weeks.—PROF. W. O. HENRY.
- III. Operative demonstration of the various operative measures and the consideration of the best means of surgical relief. Students are allowed to examine cases when under anæsthetics and required to confirm or correct a previous diagnosis. Two hours a week for thirty weeks at St. Joseph's Hospital.—PROF. W. O. HENRY.

### OTOLOGY, LARYNGOLOGY, AND RHINOLOGY.

*Third and Fourth Year.*

- I. Otology, (a) didactic lectures. One hour a week for eight months. (b) Clinical Lectures. Three hours a week for thirty weeks.—PROF. H. LESLIE BURRELL.
- II. Laryngology and rhinology, (a) general consideration of the principles of pathology, diagnosis and therapeutics of diseases of the throat and nasal passages, didactic lectures. One hour a week for thirty weeks. (ab) Practical instruction. Three clinical lectures a week for eight months, diagnosis and the use of instruments—PROF. H. LESLIE BURRELL.

### DERMATOLOGY, VENEREAL AND GENITO-URINARY DISEASES.

*Third and Fourth Year.*

- I. Dermatology. Didactic lectures and quizzes one hour a week throughout academic year, supplemented by practical instruction in diagnosis and treatment at the college clinic two hours a week for thirty



## The John A. Creighton Medical College.

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weeks. Clinics will also be held from time to time at the Douglas County Hospital.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG, Assistant.

- II. Venereal and genito-urinary diseases. Didactic lectures and quizzes will be given throughout the college year, one hour a week, in venereal and genito-urinary diseases, supplemented by practical instruction at the college clinic two hours a week. Clinics will also be held at the Douglas County Hospital from time to time.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG.

### MEDICAL JURISPRUDENCE.

*Third and Fourth Year.*

- I. Medical jurisprudence and medical law. Regulation of the right to practice medicine and surgery; express and implied contracts between physician and patient; rights and liabilities of physicians and patients; rights and liabilities of third parties; recovery of compensation; malpractice and remedies therefor; criminal liability; communications; expert witnesses. One hour a week for eight weeks.—T. J. MAHONEY, LL. B.
- II. Lectures on moral principles and medical practice, craniotomy, abortion, venereal excess, views of scientists, professional rights, will be given to the third-year class, one hour a week for twelve weeks.—PROF. CHARLES COPPENS.
- III. During the year a series of lectures will be delivered on the jurisprudence of insanity by the superintendent of the Nebraska State Asylum for the Insane, of Lincoln, Nebraska.—DR. J. L. GREEN.

### SKIAGRAPHY.

*Courses.*

- I. The institution possesses one of the largest Toepler-Holtz machines in the country and is employed in the demonstration of the X-ray. There is also a complete X-ray plant at St. Joseph's Hospital. The Crookes tube and fluoroscope will be considered from a scientific standpoint, the Roentgen ray and its application to medicine from a clinical standpoint, and the general technique of skiagraphy will receive the attention which it deserves.—PROF. C. F. CROWLEY.

## Clinical Facilities.

### ST. JOSEPH'S HOSPITAL.

The Creighton Memorial—the new St. Joseph's Hospital—is by far the largest and best hospital in the West. It is situated at the corner of Tenth and Castellar streets, on high and beautiful grounds, and could not be better located, either for healthfulness, beauty of location or easiness of access. It was built at enormous expense, has over 300 beds for patients, and ample room for nurses, internes, servants, etc. There are large drug rooms, reception rooms for patients, private consultation rooms for the hospital corps of physicians, airy wards and elegant private rooms.

In the hospital, for the year ending December 31st, there were treated about 2,000 cases.



## The John A. Creighton Medical College.

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### HOSPITAL AMPHITHEATER.

The hospital amphitheater is located in a building erected especially for the purpose. The building, which is really an annex to the St. Joseph's Hospital, was erected in 1898 at a cost of \$10,000. It occupies the space behind the body and between the wings of the hospital. It is two stories high and connects with both the first and second stories of the hospital.

On the first floor of this building are the surgeons' wash and dressing rooms, instrument, sterilizing, and operating room for septic cases, and an eye, ear, nose and throat room, especially equipped for operative work. Here also has been installed a complete X-ray outfit.

On the second floor are a private operating room, sterilizing room, room in which patients are prepared for operation and given ether, instrument room, and amphitheater.

The amphitheater is at the end of the hall into which all of the foregoing rooms lead. It is full two stories high, and is lighted from a glass roof. The floor is laid with tile, the finish is hard wood. The seats, which are arranged in tiers above the floor, command a complete view of the "arena," where all clinics are held, and accommodate 150 persons. Beneath the seats at the back of the room is the entrance to the students' hall, coat room and lavatory, and storage room for appliances.

The furnishings of the room are in accordance with the ideas of the necessities of modern surgery. The whole building is supplied with hot and cold, filtered and boiled water, lighted by gas and electricity, and heated by steam.

Clinics are held here five half days in each week during the entire session of the medical school. The clinical advantages offered here are reserved for the benefit of the students of the John A. Creighton Medical College.

The combined capacity of the four large hospitals under the control of the different members of the faculty of the Creighton Medical College reaches eleven hundred beds, assuring an almost unlimited amount of material for clinical teaching in third and fourth year work.

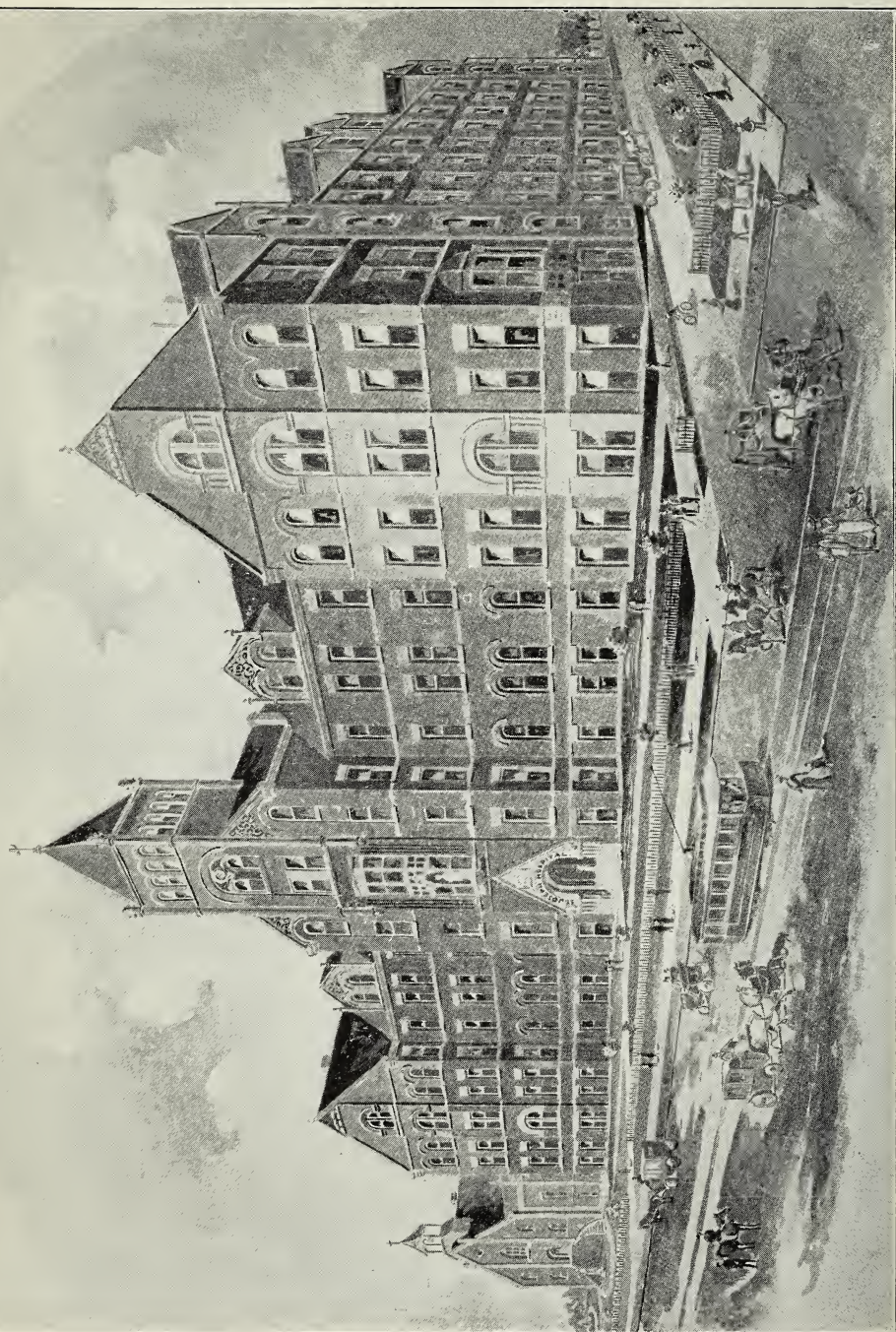
### ST. BERNARD'S HOSPITAL.

St. Bernard's Hospital, Council Bluffs, with two hundred and fifty beds provided for nervous and insane patients, is beautifully situated on a high bluff elegantly parked, affording a most desirable place for the outing of the patients. The building has recently been rearranged and remodelled, making it one of the finest in the middle west. The systematic classification for the grouping of the afflicted is entirely complete even to the slightest detail. Here the instructor of mental diseases of the John A. Creighton Medical College, under whose direction the hospital is conducted, takes his classes and gives them the advantages of clinics during his lectures on insanity.

### MERCY HOSPITAL.

Mercy Hospital has just been completed and is one of the adjuncts to the clinical advantages of this college. In the erection of this pressed brick building (150x43 ft. and wing 48x30 ft.) every point has received the





CREIGHTON MEMORIAL—ST. JOSEPH'S HOSPITAL.



## The John A. Creighton Medical College.

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most thorough and careful attention. In every department will be found the latest possible improvements from operating rooms and ambulance service to dining rooms and kitchen. This entire building with its 118 rooms is appropriately finished in hard wood and the furnishings are of a rich quality due to the generosity of the institution's many generous friends.

Whatever clinical material can be utilized is reserved by this institution for the benefit of the students of the Creighton Medical College. The internes for the hospital are also chosen, each year, by competitive examination from the graduating class of the Creighton Medical College.

### DOUGLAS COUNTY HOSPITAL.

The Douglas County Hospital is capable of accommodating 300 patients, and being supported by Douglas County is exclusively a charity hospital. The class of patients found here affords an especially fine opportunity to study all forms of rare and interesting chronic diseases. For one-half of each school year members of the faculty of the Creighton Medical College will have charge of this hospital and will give weekly clinics as per schedule.

### College Clinic and Dispensary.

The clinic and dispensary occupy the first floor of the north wing of the college building. Here are a large waiting room for patients and the drug room, where the prescriptions are filled. The clinical rooms communicate directly with the waiting room.

Clinics are held in the college dispensary rooms six days each week. There have been established the following departments: A Clinic of Medicine, Diseases of the Chest, Surgery, Diseases of the Eye and Ear, Nose and Throat, Diseases of Children, Skin, Genito-Urinary and Venereal Diseases, and Diseases of Women.

The material is utilized for the benefit of the student, and good opportunity for direct contact of the student with the patient is afforded. The senior class is divided into sections and assigned to daily service in the various departments a portion of each year, and as much practical work as possible is given to the student.

Opportunity to examine patients under the directions of the physician in charge is afforded, and instruction in the use of the instruments and methods in making a diagnosis is given.

About 6,000 patients are treated annually in the various departments.

### Hospital Appointments.

The positions of house physicians and surgeons in St. Joseph's, St. Bernard's and Mercy hospitals are filled by appointment from the graduating class of this college.

The appointment of "interne" secures service in the hospital with furnished room and board. Four appointments are made annually, after a competitive examination, to which only the graduates of this college are eligible.

## Requirements for Graduation.

1. The candidate must be at least 21 years of age, and must give satisfactory evidence of good moral character, which includes unexceptional conduct while at college.

The faculty reserves the right to sever the connection of any student with the institution at any time on the ground of what might be deemed moral or mental unfitness for the profession.

2. He must have pursued the study of medicine four years, and have attended four full courses of lectures of at least seven months each; of these the last must have been in this college.

3. He must notify the secretary of the faculty of his intention to become a candidate and pay all dues four weeks before the final examination.

## Degrees.

Upon those who fulfill the necessary requirements the degree of Doctor of Medicine will be conferred.



## Text Books.

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ANATOMY—Morris, Gerrish, Quain, Wiese.

ANATOMY OF THE NERVOUS SYSTEM—Gordinier, Ranney, Horsley and Gray.

PHYSIOLOGY—American Text Book, Hall, Chapman, Stewart, Kirke, Raymond, Schaefer.

HISTOLOGY—Bohm, Davidoff, Stohr, Schaefer, Piersol.

PATHOLOGY—Stengel, Coplin, Delafield, Prudden, Ziegler, Green.

PATHOLOGICAL TECHNIQUE—Mallory and Wright.

BACTERIOLOGY—Abbott, Park, Williams.

CHEMISTRY—Bartley, Attfield, Witthaus, Purdy, Newth, Prescott and Johnson, Remsen, Simon.

SURGERY—Rose and Corless Manual of Surgery, Parks, Young, Senn, Tillman, Warren and Gould.

ORTHOPEDIC SURGERY—Bradford and Lovett, Moore.

GYNAECOLOGY—Henry, Carrigues, American Text Book, and Skene.

OBSTETRICS—Jewett, Davis, Dorland, Hirst, Playfair, King, Garrigues, Williams.

PRACTICE OF MEDICINE—Osler, Anders, Tysan, Lockwood.

DISEASES OF CHILDREN—Holt, Rotch, Taylor and Wells, Jacobi.

OPHTHALMOLOGY—Veasey, Fuchs, Jackson.

OTOLOGY, LARYNGOLOGY AND RHINOLOGY—Coakley, Bacon, Bruhl.

DERMATOLOGY—Walker, Crocker, Stelwagon.

GENITO-URINARY—White and Martin, Keyes.

HYGIENE—Bergey, Egbert.

NEUROLOGY—Church and Peterson, Gowers, Oppenheim, Berkley, Brower and Bannister, Hirt.

MEDICAL JURISPRUDENCE—Taylor.

RECTAL SURGERY—Mason, Tuttle, Gant, Kelsey.

ORAL SURGERY—Garretson, Marshall.

MATERIA MEDICA AND THERAPEUTICS—White, Barthalow, Wood, Butler.

MEDICAL DICTIONARY—Lippincott.

PHYSICAL DIAGNOSIS—Butler, Musser, Cabot.

SURGICAL PATHOLOGY—Warren, Senn, American Text Book.

FRACTURES—Scudder. Smith's revised edition of Hamilton.

## Expenses.

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### FIRST YEAR.

Tuition .....	\$80.00
*Returnable breakage and key deposit.....	2.00

### SECOND YEAR.

Tuition .....	\$80.00
*Returnable breakage and key deposit.....	1.50

### JUNIOR YEAR.

Tuition .....	\$75.00
Hospital fees.....	10.00

### SENIOR YEAR.

Tuition .....	\$75.00
Hospital fees.....	10.00

No fees for examinations or graduation.

For further information address

DR. D. C. BRYANT,  
McCague Building,  
Omaha, Neb.

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\*At the end of each term the breakage and key deposit, minus the cost of material broken and keys replaced, will be returned.

## Prizes.

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At the close of each session a competitive examination will be held for the positions of house physicians and surgeons for one year at St. Joseph's and St. Bernard's hospitals. The following gentlemen received appointments May 1, 1903:

Dr. O. R. Brittain.....	St. Joseph's Hospital.
Dr. T. J. Nolan.....	St. Joseph's Hospital.
Dr. G. F. Simanek.....	St. Joseph's Hospital.
.. Dr. M. M. Sullivan.....	St. Bernard's Hospital.

The following prizes were awarded for highest grade in term work:

Medicine—Gold medal, awarded by Prof. A. W. Riley to W. S. Fleming, M. D.

Surgery—Surgical Case awarded by Prof. J. P. Lord to J. F. Stage-man, M. D.

Surgical Pathology—Gold medal, awarded by Prof H. P. Hamilton to Mr. A. H. Koenig.

Ophthalmology—Ophthalmoscope awarded by Prof. D. C. Bryant to C. R. Geith, M. D.

Pathology—Gold Medal, awarded by Dr. P. Waldron to Mr. Eugene Wallace.

Orthopedic Surgery—By Prof. J. P. Lord, Surgical case to Mr. A. W. Walker.

## Degrees Conferred.

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At the commencement May 1, 1903, the degree of Doctor of Medicine was conferred upon the following members of the graduating class:

BRITTAİN, OMAN R.	LYMAN, C. ELIZABETH
BUSHMAN, LOUIS B. (A. M.)	MARES, ANNA M.
ERB, CHELSEA MARCELLUS.	MICK, WILLIAM H.
FINLEY, WALTER G.	NEWELL, HARRY JULIUS
FITZGERALD, DENNIE L.	NOLAN, THOMAS J.
FLEMING, WILLIAM S. (A. B.)	O'CONNOR, HANNA KATHLEEN
GADBOIS, ARTHUR E.	PAYNE, WALTER S.
GEITH, CHARLES R.	PICKETT, LETA MAJOR
HAHN, GUSTAV	RHODE, MARGARET W.
HEIN, HENRY.	SCOTT, MICHAEL JAMES
HICKEY, CHARLES W.	SIMANEK, GEORGE F.
IMPEY, CHESTER C.	STAGEMAN, J. F.
KELLY, HARRY DELMAN	STARK, LUCIEN
KING, H. EUGENE	SULLIVAN, MURT M. (A. M.)
KLUSSMANN, M. PAULINE	

## Students.

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### SENIORS.

BRITTAIN, OMAN R.....	Nebraska.
BUSHMAN, LOUIS B. (A. M.).....	Nebraska.
ERB, CHELSEA MARCELLUS.....	South Dakota.
FINLEY, WALTER G.....	Iowa.
FITZGERALD, DENNIE L.....	Oklahoma.
FLEMING, WILLIAM S. (A. B.).....	Kansas.
GADBOIS, ARTHUR E.....	Iowa.
GEITH, CHARLES R.....	Colorado
HAHN, GUSTAV.....	Nebraska.
HEIN, HENRY.....	Nebraska.
HICKEY, CHARLES W.....	Nebraska.
IMPEY, CHESTER C.....	Nebraska.
KELLY, HARRY DELMAN.....	Iowa.
KING, H. EUGENE.....	Iowa.
KLUSSMANN, M. PAULINE.....	Nebraska.
LYMAN, C. ELIZABETH.....	Iowa.
MARES ANNA M.....	Nebraska.
MICK, WILLIAM H.....	Nebraska.
NEWELL, HARRY JULIUS.....	Nebraska.
NOLAN, THOMAS J.....	Nebraska.
O'CONNOR, HANNA KATHLEEN...	Nebraska.
PAYNE, WALTER S.....	Nebraska.
PICKETT, LETA MAJOR.....	Nebraska.
RHODE, MARGARET W.....	Nebraska.
SCOTT, MICHAEL JAMES.....	Nebraska.
SIMANEK, GEORGE F.....	Nebraska.
STAGEMAN, J. F.....	Iowa.
STARK, LUCIEN.....	Nebraska.
SULLIVAN, MURT M. (A. M.).....	Nebraska.

### JUNIORS.

BLEZEK, F. M.....	Nebraska.
BROWN, H. M.....	Iowa.
BURKE, T. N.....	Iowa.
CAULEY, A.....	Iowa.
CLARK, G. W.....	Nebraska.
CROSS, G. B.....	Nebraska.
FLYNN, A. M.....	Nebraska.
GRIFFIN, E. J.....	Nebraska.
HEWITT, J. E.....	Nebraska.
HIGGINS, J. E.....	Nebraska.
*HUGHES, W. E.....	Nebraska.
JOHNSON, A. F.....	Nebraska.
KERN, M. J.....	Minnesota.
KOENIG, A. H.....	Nebraska.
KOUTSKY, J. W.....	Nebraska.

\*Deceased.



## The John A. Creighton Medical College.

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KUCERA, F. H.....	Nebraska.
LUESCHEN, A. G.....	Nebraska.
MACDIARMID, S. B.....	Nebraska.
MAYER, C. F.....	Nebraska.
MURPHY, L. P.....	Nebraska.
NELSON, F. A.....	Nebraska.
PETERS, F. E.....	Iowa.
SCHLEIER, F. J.....	Iowa.
SMITH, J. J.....	Nebraska.
STEVENS, R. H.....	Iowa.
WALKER, A. W.....	Nebraska.
WEED, J. W.....	Iowa.
WEEKS, C. W.....	Nebraska.

### SOPHOMORES.

ADAMS, A. B.....	Nebraska.
CAMERON, J. R.....	Nebraska.
CARSON, D. H. (B. S.).....	South Dakota.
CHALOUPKA, ED.....	Nebraska.
CHERRY, W. S.....	Nebraska.
CONKLIN, R. E.....	Nebraska.
CROOK, R.....	Nebraska.
DELANEY, F. J.....	Iowa.
DINKLER, FRED.....	Oklahoma.
FOOTE, G. C.....	Nebraska.
HANSEN, HANS.....	Iowa.
HARMON, C. E.....	Massachusetts.
HOULISTON, GEO. H.....	Nebraska.
JONES, MONROE.....	Nebraska.
JONES, MRS. E.....	Nebraska.
KUEGLE, FRED H. (A. B.).....	Nebraska.
LAUVETZ, J.....	Nebraska.
LEARY, W. J. (A. M.).....	Nebraska.
McFARLAND, WILLIAM I.....	Nebraska.
McPHERSON, J. B.....	South Dakota.
McINTYRE, B.....	New York.
MELVIN, MISS ELIZABETH.....	Oklahoma.
MOORE, DANIEL V.....	South Dakota.
NELSON, A. C.....	Nebraska.
OXFORD, EDWIN.....	Nebraska.
PACKARD, WILLIAM.....	Nebraska.
PILGER, WALTER.....	Nebraska.
QUINN, W. M.....	South Dakota.
ROONEY, C. E.....	Nebraska.
SMITHISLER, J. R.....	Kansas.
SMRHA, B. A.....	Nebraska.
STEVENS, R. G.....	South Dakota.
STOLLEY, GEORGE.....	Iowa.

*CLASS OF THIRD ACADEMIC, A.*

THE GOLD MEDAL

for the

HIGHEST AVERAGE

in the Collective Branches of the Class was merited by

ROY ROCHE, 94 5-7.

Donor of the Medal: REV. PATRICK J. JUDGE.

*CLASS OF THIRD ACADEMIC, B.*

THE GOLD MEDAL

for the

HIGHEST AVERAGE

in the Collective Branches of the Class was merited by

EDWARD CAHILL, 94.

Donor of the Medal: REV. D. W. MORIARTY.

## Acknowledgments.

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Grateful acknowledgment is made for the following donations:

### TO THE LIBRARY.

The United States Government, documents of various departments.

Senator Millard, War of the Rebellion, Official Records of the Union and Confederate Armies, 130 volumes.

The Hon. John A. Creighton, History of the Nations, 60 volumes; The World's Best Essays, 10 volumes; The White House Gallery of Official Portraits of the Presidents.

Mr. James R. Reilly, El Archipielago Filipino.

Mrs. A. A. Furay, six volumes of fiction.

### TO THE STUDENTS' READING ROOM.

Mr. T. C. Byrne, cloth covers for library tables.

Class of '03, the subscription to Blackwood's Magazine.

Class of '04, the subscription to the Critic and to the Cosmopolitan.

Class of '05, subscription to the Bookman and to Frank Leslie's.

Class of '06, subscription to the Saturday Evening Post and to the Black Cat.

### TO THE SCIENTIFIC DEPARTMENT.

Class of '03, Two Colt automatic arc-lamps for the stereopticon.

Mr. P. M. Mullen, Curios from Alaska.

J. M. O'Rourke, '03. Mounted Specimens for the Microscope.

W. D. Brown, '04. Curios from the Philippine Islands.

H. Welch, '03. Soft Iron Core for large electro-magnet.

W. J. Costello, '08. Indian Curiosities.

Convent of Sacred Heart, Park Place. A large glass globe.

## Excellent Deportment and Diligence.

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The following students distinguished themselves by their excellent deportment, their regular attendance and their application to study throughout the year:

Beckman, Anthony F.  
Bushman, George  
Byrne, John

Cahill, Edward  
Cain, James  
Callahan, William E.  
Cassidy, Philip  
Coffey, Sarsfield  
Colfer, Francis  
Corrigan, Raymond  
Costello, Edward  
Costello, Walter J.  
Cunningham, Patrick

Donahue, Lawrence  
Donahue, William J.  
Donnelly, Edward  
Doran, Bernard  
Duffin, Bernard A.  
Duggan, Milton V.

English, John

Farrell, Martin  
Fischer, William  
Fitzgibbon, Henry M.  
Floersch, Gerald  
Foley, Thomas  
Furay, Connell

Garvey, Francis  
Gaule, Edward  
Gaule, John T.  
Gillespie, Edward J.  
Glynn, Louis

Hagerty, John  
Hayes, John  
Henely, Amos  
Heyl, Earl  
Hobbs, Andrew  
Hobbs, Lucian  
Hogan, Edward  
Howley, Harry  
Hunt, Francis  
Hurley, Daniel J.

Jamieson, John  
Jenal, Francis P.  
Johnson, Oscar W.  
Judge, James

Kennedy, John M.  
Kennedy, Louis  
Kennedy, Patrick  
Kennedy, Richard  
Kennelly, Daniel  
Kippes, Anton

Lanigan, James  
Leary, Norbert

THE CREIGHTON COLLEGE.

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Lee, George M.	Prendergast, James F.
Lee, James	
Liljenstolpe, Carl	Quinn, John
Lovely, Joseph	
Lynam, John P.	Reifenrath, John
	Reilly, Francis
Marx, Norbert	Roche, Ralph
McCaffrey, C. Joseph	Rooney, William
McCaffrey, Francis M.	Ryan, John W.
McCauley, Paul	
McCreary, John	Schall, William A.
McGovern, Francis	Schmidt, Paul
McGrath, Charles	Shanahan, William
McKenna, Walter	Smith, Francis
McShane, Thomas	Spellman, Jerry
Merton, George	Stern, Monte
Mieding, William	Stuart, Robert
Minogue, William	Suing, Hubert
Montgomery, Francis S.	Sullivan, Joseph R.
Mullen, John	
Murphy, Cosmas	Thielen, Charles
	Tracy, Leo
Neary, Daniel	Tracy, Philip
Noonan, Eugene F.	
	Ware, W. Paxton
Oberg, Alfred	Watters, Farnham
O'Donovan, Cornelius	Weishar, Matthias
O'Malley, John	Whalen, Francis
O'Neill, James	Wiig, Harold
Peacock, Cornelius	
Peters, George	Young, William J.



# Roll of Honor,

## in the Annual Examination.

100 PERFECT.

80 REQUIRED TO EXCEL.

### Students.

BECKMAN, ANTHONY.....	93	LEE, JAMES. ....	88
BURKE, CHARLES S.....	91	LOVELY, JOSEPH.....	88
BUSHMAN, GEORGE.....	92	LYNAM, JOHN P.....	95
BYRNE, EUGENE.....	87		
BYRNE, JOHN.....	95	MARX, NORBERT.....	85
CAHILL, EDWARD.....	90	McCAFFREY, FRANCIS M.....	87
CASSIDY, PHILIP.....	92	McCAFFREY, C. JOSEPH.....	81
CLARK, JOHN H.....	80	McCAULEY, PAUL.....	81
CORRIGAN, RAYMOND.....	89	McCREARY, JOHN.....	80
COSTELLO, WALTER.....	86	McDERMOTT, LUKE.....	84
CULLEN, WILLIAM.....	80	McGOVERN, THOMAS F.....	88
		McGRATH, CHARLES.....	96
De La VEGA, FRANCIS.....	89	McSHANE, THOMAS.....	83
DONAHUE, LAWRENCE.....	81	MILLER, CARL.....	85
DONAHUE, WILLIAM J.....	93	MONTGOMERY, FRANCIS S.....	95
DORAN, BERNARD.....	83	MULLEN, JOHN.....	92
DUGGAN, MILTON V.....	89	MURPHY, COSMAS.....	88
ENGLISH, JOHN.....	84		
FARLEY, CHARLES.....	89	OBERG, ALFRED.....	87
FISCHER, WILLIAM.....	93	O'DONOVAN, CORNELIUS.....	82
FITZGIBBON, HENRY M.....	85	O'MALLEY, JOHN.....	94
FLOERSCH, GERALD.....	95	O'NEILL, JAMES.....	86
FOLEY, MAURICE.....	83		
FOLEY, THOMAS.....	83	PEACOCK, CORNELIUS.....	95
FURAY, CONNELL.....	86	PETERS, GEORGE.....	88
GARVEY, FRANCIS.....	83	PHELAN, PATRICK.....	80
GAULE, EDWARD.....	82		
GAULE, JOHN T.....	80	QUINN, JOHN.....	80
GILLESPE, EDWARD J.....	87	REIFENRATH, JOHN.....	97
HAGERTY, JOHN.....	88	ROCHE, ROY.....	93
HANRAHAN, MORGAN.....	81		
HEYL, EARL.....	82	SAWTELL, LEO.....	80
HOBBS, ANDREW.....	80	SCHALL, WILLIAM A.....	93
HOWLEY, HARRY.....	85	SCHMIDT, PAUL.....	91
HURLEY, DANIEL J.....	83	SMITH, FRANCIS.....	86
		STERN, MONTE.....	89
JENAL, FRANCIS.....	98	STUART, JOHN.....	82
JOHNSON, OSCAR W.....	83	STUART, ROBERT.....	85
		SUING, HUBERT.....	87
KENNEDY, JOHN M.....	85	SULLIVAN, JOSEPH R.....	90
KENNEDY, LOUIS.....	88		
KENNEDY, PATRICK.....	89	THIELEN, CHARLES.....	92
KENNELLY, DANIEL.....	82	TRACY, LEO.....	96
KIPPES, ANTON.....	81		
LANIGAN, JAMES.....	81	WARE, W. PAXTON.....	92
LEE, GEORGE M.....	97	WATTERS, FARNHAM.....	86
		WHALEN, FRANCIS.....	85
		YATES, FRANCIS.....	85
		YOUNG, WILLIAM J.....	97

## Calendar for 1903=1904.

1903.

### Examination for Promotion

Tuesday, Sept. 1, and Wednesday, Sept. 2, 9 a. m.  
Entrance Examination.....Thursday, Sept. 3, 9 a. m.  
Opening of Classes.....Tuesday, Sept. 8, 9 a. m.  
Lectio Brevis in Philosophy.....Monday, Sept. 14, 9 a. m.  
Votive Mass of the Holy Spirit...Wednesday, Sept. 16, 9 a. m.

Reading of the Regulations, " " " 10 a.m.  
First Meeting of the Sodality.....Saturday, Sept. 19  
Election of Officers of the C. O. A.....Wednesday, Sept. 23  
Election of Officers of the C. L. S.....Thursday, Sept. 24  
Anniversary High Mass of Requiem

for Mrs. John A. Creighton.....Wednesday, Sept. 30  
Contest in Latin in the Second Academic Class

Wednesday, Oct. 7  
Contest in Greek in the First Academic Class

Wednesday, Oct. 13  
Specimen in Logic.....Monday, Oct. 19

Competitions for September and October  
from Wednesday, Oct. 21, to Saturday Oct. 31

Oration for the Intercollegiate  
Contest to be submitted.....Wednesday, Nov. 4

Founder's Day.....Thursday, Nov. 5  
High Mass of Requiem.....9 a. m.

Memorial Exercises, Award of Honors, 10 a.m.  
Specimen in the Class of Rhetoric.....Wednesday, Nov. 18

Entertainment of the C. D. C.....Wednesday, Nov. 25  
Feast of the Immaculate Conception.....Tuesday, Dec. 8

Specimen in the Class of Poetry.....Wednesday, Dec. 9  
Public Contest in Oratory.....Wednesday, Dec. 9

Competition for November and December  
from Monday, Dec. 14, to Tuesday, Dec. 22

## CHRISTMAS VACATION.

1904.

Opening of Classes.....	Tuesday, Jan. 5
Specimen in the Class of Humanities.....	Wednesday, Jan. 20
Anniversary High Mass of Requiem, for Mrs. Mary Lucretia Creighton.....	Saturday, Jan. 23
Semi-Annual Examination in Philosophy.....	Friday, Jan. 29
Specimen in the First Academic Class.....	Wednesday Feb. 3
Specimen in the Second Academic Class..	Wednesday, Feb. 17
Washington's Birthday... ..	Monday, Feb. 22
Competition for January and February from Tuesday, Feb. 23, to Wednesday, Mar. 2	
Specimen in the Third Academic Class...	Wednesday, Mar. 9
Easter Recess, from Wednesday, Mar. 30, 3 p. m. to Tuesday, April 5, 8:30 a. m.	
Competition for March and April from Monday, Apr. 25, to Wednesday, May 4	
Preliminary Contest in Elocution.....	May 9, 10 and 11
Opening of Annual Review.....	Friday, May 20
Public Contest in Elocution.....	Wednesday, May 25
Memorial Day—Free Day.....	Monday, May 30
Annual Examination from Monday, June 13 to Monday, June 20	
Feast of St. Aloysius.....	Tuesday, June 21
Solemn High Mass.....	9 a. m.
Academic Commencement.....	10 a. m.
Collegiate Commencement.....	Wednesday, June 22

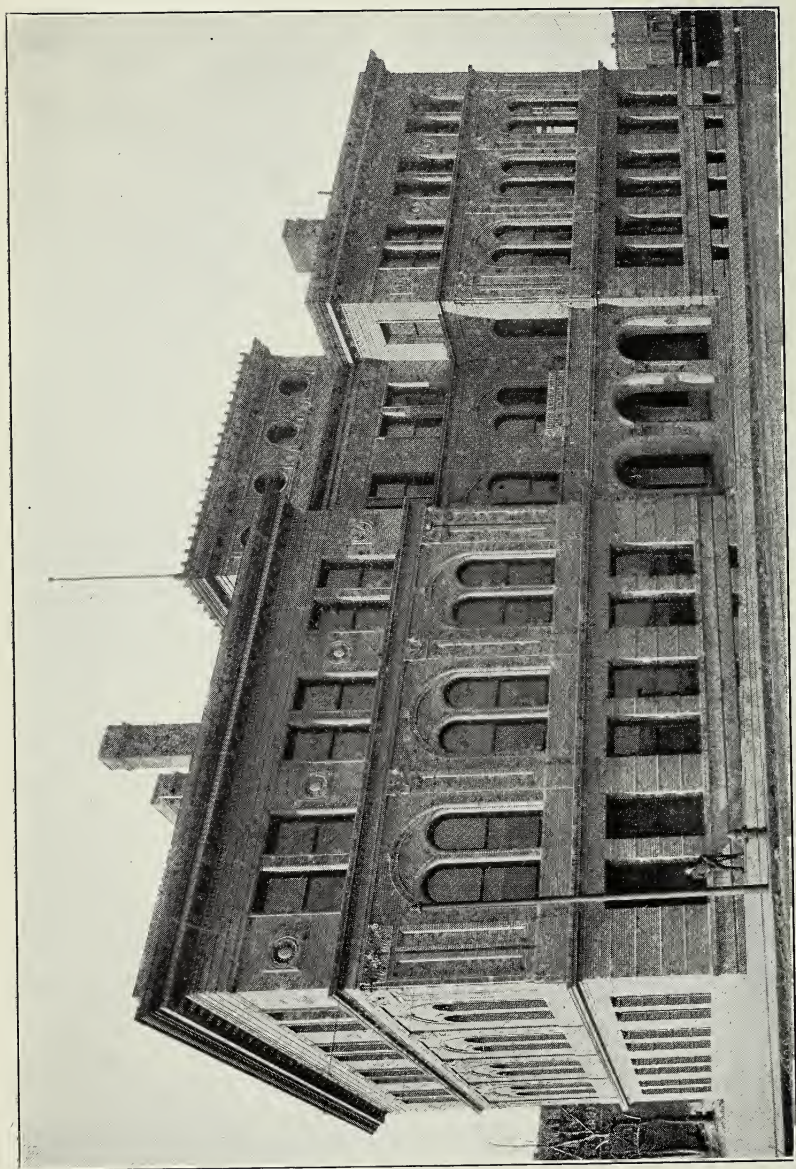












CREIGHTON MEDICAL COLLEGE.

# The John A. Creighton Medical College.

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Medical Department  
= of =  
The Creighton University,  
Omaha, Neb.

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1903-1904.

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# Calendar.

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1903.

September 21—Examinations for students without proper credentials.

September 22—Tuesday morning, at 9 o'clock, the Session begins.

November—Thanksgiving Day—Holiday.

December 19—Saturday evening, Christmas recess begins.

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1904.

January 5—Tuesday morning, Lectures resumed.

February—Washington's Birthday—Holiday.

May 1—Commencement Exercises.



## Board of Regents.

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REV. M. P. DOWLING, S. J.....	President of the University
DEWITT C. BRYANT, A. M., M. D.....	Dean and Secretary
A. W. RILEY, A. M., M. D.....	Treasurer
J. S. FOOTE, A. M., M. D.	
CHAS. C. ALLISON, M. D.	

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## Faculty.

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PAUL GROSSMAN, A. M., M. D.....	Corner 17th and Douglas Sts. <i>Professor Emeritus of Medicine.</i>
J. H. PEABODY, A. M., M. D.....	24th and Farnam Sts. <i>Professor Emeritus of Military Surgery.</i>
A. H. CARTER.....	Council Bluffs <i>Professor Emeritus of Diseases of Children.</i>
D. C. BRYANT, A. M., M. D., Dean.....	McCague Building <i>Professor of Ophthalmology, Oculist and Aurist to St. Joseph's and Mercy Hospitals.</i>
A. W. RILEY, A. M., M. D.....	Brown Block <i>Professor of Principles and Practice of Medicine and Clinical Medicine. Physician to St. Joseph's and Douglas County Hospitals.</i>
B. F. CRUMMER, M. D.....	Paxton Block. <i>Professor of Principles and Practice of Medicine and Clinical Medicine. Physician to St. Joseph's Hospital.</i>
J. P. LORD, M. D.....	Paxton Block <i>Professor of Principles and Practice of Surgery and Clinical Surgery, and Orthopedic Surgery. Surgeon to St. Joseph's Hospital.</i>
CHAS. C. ALLISON, M. D.....	Creighton Block <i>Professor of Principles and Practice of Surgery, and Clinical Surgery. Surgeon to St. Joseph's and Wise Memorial Hospitals.</i>
T. B. LACEY, M. D.....	Council Bluffs <i>Professor of Surgery (Fractures and Dislocations). Surgeon to St. Bernard's and Mercy Hospitals, Northwestern, Omaha and St. Louis and Illinois Central Railroads, and to Council Bluffs Bridge Railway Company.</i>
H. P. HAMILTON, M. D.....	McCague Building <i>Professor of Clinical Surgery and Surgical Pathology. Surgeon to St. Joseph's Hospital and Douglas County Hospital.</i>
FREDERICK RUSTIN, A. B., M. D.....	Paxton Block <i>Professor of Surgical and Regional Anatomy and Clinical Surgery. Surgeon to St. Joseph's Hospital.</i>

## The John A. Creighton Medical College.

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- H. B. JENNINGS, M. D.....Council Bluffs  
*Professor of Applied Therapeutics. Physician and Surgeon to  
 Mercy and St. Bernard's Hospital.*
- J. M. BARSTOW, M. D.....Council Bluffs  
*Professor of Materia Medica. Physician to St. Bernard's and  
 Mercy Hospitals.*
- W. O. HENRY, M. D.....McCague Building  
*Professor of Gynaecology. Gynaecologist to St. Joseph's Hospital.*
- CHARLES ROSEWATER, M. D.....Bee Building  
*Professor of Obstetrics. Obstetrician to Douglas County Hospital.  
 and Wise Hospital.*
- S. K. SPALDING, M. D.....McCague Building  
*Professor of Diseases of the Mind and Nervous System. Physician  
 and Neurologist to St. Joseph's Hospital.*
- J. I. GREEN, M. D.....Lincoln, Neb.  
*Lecturer on Jurisprudence of Insanity. Superintendent of State  
 Asylum for Insane, Lincoln, Neb.*
- H. CLAYTON SUMNEY, M. D.....Karbach Block  
*Professor of Dermatology, Syphilology and Genito-Urinary  
 Diseases. Dermatologist to Douglas County Hospital.*
- H. LESLIE BURRELL, M. D.....McCague Building  
*Professor of Otolology, Rhinology and Laryngology. Oculist to St. Ber-  
 nard's and Douglas County Hospitals and St. Joseph's Hospital.*
- E. C. HENRY, M. D.....McCague Building  
*Professor of Anatomy. Gynaecologist to Douglas County Hospital  
 and St. Joseph's Hospital.*
- F. E. COULTER, M. D.....McCague Building  
*Clinical Professor of Diseases of the Mind and Nervous System.  
 Neurologist to St. Joseph's and Mercy Hospitals.*
- J. S. FOOTE, A. M., M. D.....McCague Building  
*Professor of Physiology, Histology, Pathology and Clinical  
 Microscopy. Pathologist to St. Joseph's Hospital.*
- MILLARD LANGFELD, A. B., M. D.....McCague Building  
*Professor of Bacteriology.*
- CHARLES F. CROWLEY, A. M., Ph. C., M. D..Creighton Medical College  
*Professor of Chemistry and Toxicology and Skiagraphy.*
- CHARLES COPPENS, S. J.....Creighton University  
*Professor of Medical Jurisprudence.*
- R. D. MASON, M. D.....Brown Block  
*Professor of Rectal Surgery. Surgeon to St. Joseph's Hospital.*
- W. R. HOBBS, M. D.....Sherman Avenue and Kyner Street  
*Clinical Professor of Medicine. Dispensary Clinic.*
- LEROY CRUMMER, B. S., M. D.....Continental Block  
*Associate Professor of Medicine. Physician to St. Joseph's Hospital.*
- W. L. DAYTON, M. D.....Lincoln  
*Associate Professor of Ophthalmology.*
- F. W. HOUGHTON, M. D.....Council Bluffs  
*Professor of Diseases of Children. Physician to  
 Mercy and St. Bernard's Hospitals.*
- C. W. POLLARD, A. B., M. D.....Paxton Block  
*Professor of Diseases of Children. Physician to Child Saving Institute.*

## The John A. Creighton Medical College.

---

- T. J. MAHONEY, LL. B.....Paxton Block  
*Lecturer on Medical Law.*
- A. H. HIPPLE, D. D. S.....Bee Building  
*Lecturer on Oral Surgery.*
- A. P. CONDON, M. D.....N. Y. Life Bldg.  
*Associate Professor of Surgery (Fractures and Dislocations). Lecturer on Bandaging and Surgical Appliances. Surgeon to Mercy Hospital.*
- F. T. SEYBERT, M. D.....Council Bluffs  
*Didactic and Clinical Lecturer on Mental Diseases; Physician and Surgeon to St. Bernard's and Mercy Hospital.*
- R. E. SCHINDEL, M. D.....South Omaha  
*Lecturer on Diseases of Stomach.*
- CHAS. O'NEILL RICH, B. S., M. D.....McCague Building  
*Associate Professor of Anatomy.*
- FRED WEARNE, M. D.....Paxton Block  
*Lecturer on Obstetrics. Surgeon to County Hospital. Physician to Wise Hospital.*
- RUDOLPH RIX, M. D.....McCague Building  
*Associate Professor of Anatomy.*
- PAUL ELLIS, M. D.....24th and Ames Avenue  
*Assistant in General Medicine.*
- J. HELLWIG, M. D.....Karbach Block  
*Assistant in Dermatology, Syphilology and Genito-Urinary Diseases.*
- E. DELANEY, M. D.....South Omaha, Neb.  
*Assistant in Bacteriology.*
- MARY STRONG, M. D.....  
*Demonstrator in Obstetrics.*
- G. M. SCHINDEL, M. D.....South Omaha  
*Lecturer on Clinical Surgery. Dispensary Clinic.*
- B. M. RILEY, M. D.....  
*Instructor in Medicine.* ..
- F. W. LAKE, M. D.....Douglas Block.  
*Instructor in Medicine.* ..
- J. S. GOETZ, M. D.....Bee Building.  
*Instructor in Physical Diagnosis.*
- J. M. MAYHEW, M. D.....Lincoln, Neb.  
*Special Lecturer on Diagnosis.*
- J. A. CUMMINGS, B. S., M. D.....McCague Building.  
*Demonstrator in Anatomy.*
- M. J. FORD, M. D.....McCague Building.  
*Demonstrator in Anatomy.*
- F. E. FITZGERALD, M. D.....Brown Block.  
*Demonstrator in Anatomy.*
- A. S. PINTO, M. D.....Karbach Block.  
*Demonstrator in Anatomy and Special Lecturer on Tropical Diseases.*

## Staff of St. Joseph's Hospital.

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J. P. LORD, M. D.....	Surgery
H. P. HAMILTON, M. D.....	Surgery
R. D. MASON, M. D.....	Rectal Surgery
FREDERICK RUSTIN, A. B., M. D.....	Surgery
CHAS. C. ALLISON, M. D.....	Surgery
A. W. RILEY, A. M., M. D.....	Medicine
B. F. CRUMMER, M. D.....	Medicine
F. E. COULTER, M. D.....	Medicine
S. K. SPALDING, M. D.....	Medicine
LE ROY CRUMMER, B. S., M. D.....	Medicine
W. O. HENRY, M. D.....	Gynaecology
E. C. HENRY, M. D.....	Gynaecology
D. C. BRYANT, A. M., M. D.....	Eye and Ear
H. L. BURRELL, M. D.....	Nose and Throat
PAUL GROSSMAN, A. M., M. D.....	Consulting Physician
J. S. FOOTE, A. M., M. D.....	Pathologist
CHARLES F. CROWLEY, A. M., PH. C., M. D.....	Skiagrapher.

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## Staff of Douglas County Hospital.

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FREDERICK RUSTIN, M. D.....	Surgeon
A. W. RILEY, A. M., M. D.....	Medicine
H. P. HAMILTON, M. D.....	Surgery
CHAS. C. ALLISON, M. D.....	Surgery
C. ROSEWATER, M. D.....	Obstetrics
H. C. SUMNEY, M. D.....	Dermatology
H. L. BURRELL, M. D.....	Eye and Ear

## Staff of College Clinic and Dispensary.

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J. P. LORD, M. D.....	Clinical Surgery
H. P. HAMILTON, M. D.....	Clinical Surgery
CHAS. ALLISON, M. D.....	Clinical Surgery
E. C. HENRY, M. D.....	Clinical Surgery
R. D. MASON, M. D.....	Clinical Surgery
FREDERICK RUSTIN, A. B., M. D.....	Clinical Surgery
W. O. HENRY, M. D.....	Clinical Gynæcology
H. LESLIE BURRELL, M. D.....	Eye, Ear, Nose and Throat
H. CLAYTON SUMNEY, M. D.....	Genito-Urinary and Skin Diseases
B. F. CRUMMER, M. D.....	Clinical Medicine
LEROY CRUMMER, B. S., M. D.....	Clinical Medicine
W. R. HOBBS, M. D.....	Clinical Medicine
CHARLES O'NEILL RICH, B. S., M. D.....	Clinical Medicine
FRED J. WEARNE, M. D.....	Clinical Medicine
C. W. POLLARD, A. B., M. D.....	Diseases of Children
J. HELLWIG.....	Genito-Urinary
JAMES S. GOETZ.....	Clinical Medicine
RUDOLPH RIX.....	Clinical Neurology

## Staff of Mercy Hospital.

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### SURGICAL.

T. B. LACEY, M. D.  
F. T. SEYBERT, M. D.  
H. B. JENNINGS, M. D.  
A. P. CONDON, M. D.  
W. P. HAMBACH, M. D.  
J. H. COLE, M. D.

### MEDICAL.

J. M. BARSTOW, M. D.  
H. B. JENNINGS, M. D.  
F. W. HOUGHTON, M. D.  
F. E. COULTER, M. D.  
J. H. CLEAVER, M. D.  
C. H. BOWER, M. D.

### NEUROLOGICAL.

J. M. BARSTOW, M. D.                      F. T. SEYBERT, M. D.

### OPHTHALMOLOGY.

D. C. BRYANT, M. D.

### OTOLOGY AND LARYNGOLOGY.

H. L. BURRELL, M. D.

## Staff of St. Bernard's Hospital.

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J. M. BARSTOW, M. D.                      F. T. SEYBERT, M. D.  
F. E. COULTER, M. D., Consultant.





# The John A. Creighton Medical College and Creighton Memorial Hospital.

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## Historical.

In 1892 the Hon. John A. Creighton signified his willingness to found the Medical Department of Creighton University. To carry out his idea, the Board of Trustees held a meeting May 3d, 1892, and unanimously resolved to establish the "John A. Creighton Medical College" as a department of the University. This action was taken in virtue of an act of the Legislature, passed February 27, 1879, giving the University authorities power to "erect, within, and as departments of said institutions, schools and colleges of the arts, sciences and professions, as to them may seem proper." The funds necessary for maintaining the college, until it was on a paying basis, were guaranteed by the founder. It was the first institution in this section to require a four years' course of medicine.

Pending the erection of a commodious structure the college found a temporary home at Twelfth and Mason streets, in the old St. Joseph's Hospital, which had been vacated on the completion of the Creighton Memorial Hospital.

This magnificent Hospital was founded in 1888, by Mrs. Sarah Emily Creighton, who bequeathed to the Franciscan Sisterhood \$50,000 towards the construction of a building. Mr. Creighton took up as a labor of love the project initiated by his noble wife and determined to make it a worthy memorial of her. Besides donating the ground on which the edifice stands, he added three-fold to the amount of the original legacy, insuring thereby the construction of the best and most elegant hospital in the West.

By an arrangement made with the Sisters in charge of the hospital, through the good offices of the founder of the Medical School, all clinical material and advantages have from the beginning been reserved, and will continue to be devoted in perpetuity to the exclusive use of the Faculty and Students of the John A. Creighton Medical College.

Though the temporary quarters of the College furnished all the facilities essential for practical teaching, it soon became evident that something better was needed to meet the requirements of the rapidly increasing number of students. It had long been the cherished wish and intention of the Hon. John A. Creighton to build a permanent home for the Department of Medicine, and thus unite the two institutions, the Creighton University and the Creighton Memorial Hospital. Through his liberality such a building was completed and ready for use in October, 1898. The building is situated on the northwest corner of Fourteenth and Davenport streets, where it stands a monument to its founder, an inspiration to the Medical profession and an ornament to the city. The building, furniture and equipment cost about \$70,000, without counting the value of the ground. After

## The John A. Creighton Medical College.

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the completion of the College, an operating building, with a large amphitheater, the only one in the city, was erected in connection with the hospital for the use of the professors and students, at a cost of \$10,000. A description of this building will be found in this catalogue.

The Creighton Medical Bulletin was started in February, 1898. It is mainly a students' enterprise, carried on under the direction of the Faculty. The periodical has been ably conducted and enjoyed uninterrupted success. It affords the students an opportunity to write papers for publication.

### General Statement.

The eleventh annual course of study will begin on Tuesday, September 22nd, 1903, at 9 a. m., and will close May 1st, 1904.

The college year is divided into two semesters: the first beginning September 22nd and ending December 20th; the second beginning January 5th, and ending May 1st.

The school is undenominational and men and women are admitted on the same terms. The required period of study for the degree of Doctor of Medicine is four years: seven and one-half months constituting the school year. The studies are graded, so far as practicable, throughout the four years and the grading is arranged with reference to the relation which the subjects bear to each other.

The work of the first two years deals with the scientific or laboratory branches; while that of the last two years deals with the principles and practice of medicine and surgery, their associated specialties and the application of scientific methods to clinical experience.

It is desirable that all students matriculate before the beginning of the term and necessary that they begin work on the first day of the term. Any other arrangement impedes the progress of the student, as the most important part of a course of study of an unfamiliar branch is the first part.

### Requirements of Admission.

The requirements for matriculation in every college belonging to the Association of American Colleges are set forth in Article III. of the Constitution, as follows:

"SECTION 1. Colleges, members of this Association, shall require of all matriculates an examination as follows: 1. An English composition in the handwriting of the applicant of not less than two hundred words, said composition to include construction, punctuation and spelling. 2. Arithmetic: Fundamental rules, common and decimal fractions, and ratio and proportion. 3. Algebra: Through quadratics. 4. Physics: Elementary (Gage). 5. Latin: An amount equal to one year's study as indicated in Harkness' Latin Reader.

"SEC. 2. Graduates or matriculates of reputable colleges, or high schools of the first grade, or normal schools established by State authority, or those who may have successfully passed the entrance examination provided by the statutes of the State of New York, may be exempted from the requirements enumerated in Section 1.

"SEC. 3. Students conditioned in one or more of the branches enumer-

## The John A. Creighton Medical College.

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ated as requirements for matriculation shall have time until the beginning of the second year to make up such deficiencies; provided, however, that students who fail in any of the required branches in this second examination shall not be admitted to a second course.

"SEC. 4. Colleges granting final examination on elementary subjects to junior students shall not issue certificates of such final examination, nor shall any member of this association confer the degree of Doctor of Medicine upon any person who has not been first examined upon all the branches of the curriculum by the Faculty of the college granting the degree.

"SEC. 5. Candidates for the degree of M. D. in 1899, or thereafter, shall have pursued the study of medicine for a period of not less than six months' duration each. It is provided, however, that the following classes of students may apply for advanced standing:

"a. Graduates of recognized colleges and universities who have completed the prescribed course in chemistry and biology therein.

"b. Graduates and matriculates of colleges of homeopathy.

"c. Graduates and matriculates of colleges of eclectic medicine.

"d. Graduates and matriculates of colleges of dentistry requiring two or more courses of lectures before conferring the degree of D. D. S. or D. M. D.

"e. Graduates and matriculates of colleges of pharmacy.

"f. Graduates and matriculates of colleges of veterinary medicine.'

"All students shall be required to comply with the provisions of the entrance examination and prove their fitness to advanced professional standing by an individual examination upon each branch below the class he may desire to enter."

Applicants for advanced standing must pass the entrance examinations or present the usual equivalents. They must furnish satisfactory evidence of the time spent and subjects covered in previous studies before they are eligible to the advanced grade. Graduates in arts, philosophy or science who have pursued studies in chemistry, physiology, anatomy or histology during their undergraduate course may receive credit for such work as is the equivalent of the course in these studies in the first year.

## The College Building.

The College is located on the corner of Fourteenth and Davenport streets, five minutes' walk from the important business district of the city. Two street car lines pass in front of the building, one of which connects directly with the line running to the St. Joseph's Hospital.

The College building has a basement and three stories, with a central extension, making that part four stories in height.

The ground surface covered it 132x66 feet, with an east frontage of 132 feet, and a south frontage of 66 feet.

The design of the exterior of the building, being a modern adaptation of the Italian Renaissance, deals with the basement as the base, the first story as the pedestal, and the second story as the shaft and the third story as the frieze of the monument, the whole being crowned with a cornice, which in turn is ornamented with dentals and consoles.

The entrance on the east side leads through an arcade under the open portico, which is 10x32 feet in size, then through the vestibule doors into



## The John A. Creighton Medical College.

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the grand stairway-hall, at the further end of which a double stairway will be seen to lead to the upper stories.

On the first floor to the south are the recreation and reception rooms for the students and the Faculty, and on the same floor to the right of the stairway-hall are the different rooms for the "outdoor" clinics, and the "drug store."

Two lecture halls, each 28x46 feet, occupy the north half of the second floor, while the south half contains the laboratories for Physiology, Histology and Bacteriology.

On the third floor to the north is an amphitheatre, 57x46 feet in area, and 20 feet in height, with 350 seats.

The south half of this floor contains the chemical and pharmaceutical laboratory.

On the fourth floor in the central extension is the dissection room, with windows on all four sides.

An elevator runs from the basement to the fourth floor.

All necessary minor apartments, such as the museum, instrument rooms, private rooms, toilet rooms, etc., are carefully provided for.

The interior is finished in hard wood and patent plaster; speaking tubes and call bells are provided.

The plumbing is made an object lesson of cleanliness and sanitation.

Particular attention is paid to the lighting, heating and ventilation of each school room, it being the intention to change the air in these rooms not less than six times per hour.

This building is, in every respect, a model of what is needed for a medical school.

### Laboratories and Apparatus.

The laboratories, lecture rooms and dissecting room are large and commodious, and are furnished in an up-to-date style with everything necessary to the proper teaching of modern medicine.

In the Pathological and Histological laboratories, each student is assigned a desk, with locker and key. He is furnished a microscope fitted with eye-pieces and two objectives, to which are added, in the Bacteriological laboratory, an Abbey condenser and 1-12-inch oil-immersion lens. The microscopes are nearly all new and of latest patterns, and were purchased from the well known makers, Bauch & Lomb, Leitz, Zeis, and Reichert; they represent an expenditure of between \$4,000 and \$5,000.

Besides a microscope, each student is loaned dishes, glassware, section-lifters, and such other apparatus as is necessary for the work. Sections of histological and pathological specimens furnished during the courses are the property of the student; and it is expected will be preserved for future reference.

The Chemical and Bacteriological laboratories are fully equipped; desks, lockers and keys, test-tubes, etc., being sufficient to supply each student a working outfit.

In every laboratory it is the aim to supply each student a complete equipment, so that thorough individual work, experience and practice in the use of the scientific accessories to medical investigation, may be obtained.



## The John A. Creighton Medical College.

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The anatomical department is provided with a large refrigerating apparatus for the preservation of dissecting material. By means of it a uniform low temperature is maintained and the material is kept in proper condition for dissection and demonstration and at the same time free from the odors so common in the ordinary dissecting room. The apparatus is manufactured by the Linde Refrigerating Company and possesses the advantage over the ordinary cold storage plant of not only maintaining the proper temperature, but also a constant change of air, thereby preventing the accumulation of foul odors. In this manner fifty bodies may be prepared for the use of the department.

A Zeiss projection apparatus has been procured to facilitate the demonstration of those objects in a medical course which are inadequately presented by charts or diagrams. It is of the latest improved type and is adapted to lantern work, the projection of opaque objects and microscopic sections.

The institution possesses one of the largest Toepler-Holtz machines in the country and is employed in the demonstration of the X-ray in medicine and surgery.

The laboratories are 64x28 and have a working capacity of sixty students. They are furnished with fifty microscopes from the factories of Baurch & Lomb, Leitz, Reichert and Zeiss. Each student will be provided with a microscope, with a drawer, dishes, stains and sections. A system of models made on the tube plan of structure is provided for the demonstration of class work. Charts and outlines are also supplied.

This laboratory, 28x64, is fully supplied with all the working apparatus of the modern laboratory.

This room, 28x64, is provided with study tables, microscopes with oil immersion lenses, Grubler stains, dishes, platinum loops, etc., with sterilizer incubator-test tubes and cultures of micro-organisms.

### Requirements.

Students are required to attend all the lectures and laboratory exercises of the session. If they are unable to do this on account of sickness or other real cause of absence they must notify their respective teachers and ask to be excused.

The standing of students is determined by the results of recitations, written examinations and laboratory work. It is indicated by the terms "passed" or "conditioned." If conditioned, the condition must be removed before the student can begin the work of the following year. No student will be admitted to the fourth year who is conditioned in any of the studies of the first and second years. Students must pass a majority of the studies of any one year in order to classify in the next succeeding year. Habitual absence without a satisfactory excuse, continued indifference to study or persistently poor scholarship may subject the student to temporary or permanent suspension.

In each laboratory course the student will be assigned a certain amount of apparatus and material for which he will be held responsible. At the end of each course the apparatus must be returned in good condition. Unnecessary damage to college buildings or property must be paid for by those by whom such damage has been committed. A breakage fee sufficient to

## The John A. Creighton Medical College.

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cover the cost of apparatus will be collected at the beginning of the term, the same to be returned at the close of the term if such apparatus is in proper condition.

The student's capability to advance from one year's work to another is judged from the credits received in recitation, in quizzes, laboratory work, attendance, written examinations and deportment. Written final examinations will be held in the studies of each year.

### Museum.

In the new College building there is a room prepared for the preservation of anatomical and pathological preparations, casts, specimens and such material as will be of interest in the various departments of Medicine.

Anyone having such specimens which he wishes preserved can place them in this room with his name attached, and with such histories or remarks as he chooses to give. There is thrown away every year a large number of interesting specimens, from which much could be learned, if they were only classified and accessible.

The College will consider it a favor if these specimens are forwarded to the Pathological department.

### General Plan of Instruction.

Work in the dissecting room, in the laboratory, at the bed-side, demonstrations, clinics, lectures and recitations are the main features of the methods of instruction. The didactic lecture is used as a means of instruction in all subjects which require elucidation. The quiz forms one of the most important parts of the course; a part of each hour of instruction is devoted to it, or the whole hour at the termination of the lectures on a subject.

The work of each year is as nearly complete in itself as it is possible to make it, and examinations and credits are given as the work progresses. The student is marked according to his knowledge of a subject, and the term standing determines the advancement of the pupil, therefore a punctual attendance is essential to a good standing.

The first years of the medical course are devoted mainly to the fundamental medical sciences, the larger part of the time being spent in the laboratories. The studies of the first year are anatomy, histology, physiology, materia medica and chemistry. The study of anatomy, chemistry and physiology is continued into the second year; in addition, pathology, applied therapeutics, pharmacology and toxicology, hygiene and state medicine are studied. A practical course in bacteriology, with the chief emphasis upon its hygienic and medical bearing, is given during the first three months of this year; also, during the last six weeks of the year, the student is instructed in the methods of physical examinations of the thorax and abdomen. Upon the student's success in the work of the first two years will depend his success in all future medical study.

During the third year the general principles of the practical branches of medicine and surgery, including its special branches, are taught by didactic lectures, recitations and quizzes. The knowledge thus gained by the student is put to a practical test in the hospital and dispensary clinics.

## The John A. Creighton Medical College.

During the fourth year the study of the same branches is continued. Nearly all the instructions given, however, is by clinics, clinical lectures, and quizzing. Students are required to examine, make diagnosis, and prescribe for the patient suffering from all forms of diseases, thus familiarizing themselves with practical work of the profession they are about to enter. Ample material for instruction is furnished by the St. Joseph's, Mercy, Douglas County, and St. Bernard's Hospitals and the dispensary clinics.

Electro-therapeutics, hydrotherapy, massage and suggestive therapeutics are given as much prominence in the course as the merits of each special branch deserves.

Attendance upon the hospital and dispensary clinics is obligatory with students of the third and fourth years.

The instruction is classified under the following heads:

Anatomy.	Physiology.
Chemistry.	Materia Medica and Therapeutics.
Pathology.	Bacteriology.
Neurology.	Dermatology.
Practice of Medicine.	Surgery.
Obstetrics.	Gynæcology.
Diseases of Children.	Ophthalmology.
Otology.	Laryngology.
	Venereal Diseases.

### ANATOMY.

#### *First and Second Year.*

- I. Osteology, Syndesmology, Myology and Angeiology—four hours a week for the thirty weeks. Prof. E. C. Henry.
- II. Laboratory Course, dissection of the human body—fifteen to eighteen hours a week.
- III. Visceral and Topographical, study of the thorax and abdomen, lectures and demonstrations—four hours a week for six weeks. Prof. E. C. Henry or C. O'N. Rich.
- IV. Anatomy of the Nervous System, the encephalon, cord, gangliæ and nerves, including all subdivisions, are thoroughly demonstrated by means of specimens, dissections, models, charts, casts, etc. Gross, minute and applied anatomy are given special attention in order that the student may become familiar with the entire subject in detail—Two hours a week for thirty weeks. Dr. Rudolph Rix.

### PHYSIOLOGY.

#### *First and Second Year.*

Three hours per week for thirty weeks. The course consists of the study of the cell, of the good of adaptability, of the irritability and contractility of protoplasm, of the physiological division of labor, of the chemistry of the animal body, of the structure and function of the secreting glands, of the phenomena of circulation, digestion, respiration, metabolism, thermogenesis, nutrition and diet, internal and external secretions and of reproduction; also the relation of function to structure, the general plan of the animal body and the physical problems which arise in the exhibition of energy will

## The John A. Creighton Medical College.

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be considered. Quizzes will be held at frequent intervals and papers read before the class. The papers are prepared by the students and are subject to the criticism of the teacher and class.—PROF. J. S. FOOTE.

### HISTOLOGY.

#### *First Year.*

The course in Histology embraces the practical study of cells, tissues and organs by means of outlines, models, projection apparatus and sections. The laboratory, 28x64 feet, accommodates sixty students. Each student is provided with a microscope, with drawer for boxes, slides, covers, needles, etc., necessary for microscopic work. The stains are provided. The student is expected to furnish his own slides, boxes, and covers, and the specimens, as they are mounted, become his own property. Four hours a week for thirty weeks are devoted to the study. The instruction consists, first, of a series of outlines or word pictures, giving in a concise manner the cell, tissue and organ structure; second, of models colored to represent the stained parts and so made that all the tube structures may be built up and demonstrated; third, of a new, improved Zeiss projection apparatus, by which the sections may be demonstrated, and fourth, of sections which are studied with the microscope. This combination of the word picture, model picture, projection picture, and real picture, constituting a demonstration of animal structure easy of comprehension and successful.—PROF. J. S. FOOTE.

### PATHOLOGY.

#### *Second Year.*

Four hours for thirty weeks. Distinctions between pathology and pathological anatomy, physiological and pathological phenomena; study of the cell under usual and unusual irritants, relation of irritability to disease, the irritants which initiate pathological processes, the products of irritants, the modification of internal secretion and the appearance of the phenomena which arise from such modification, consideration of degenerations, inflammations and tumors, of disease classification, of the effects of irritants upon tissue growth and degeneration, of the secreting gland type of structure in the animal body, of the capillary area where vital processes occur, and of the constancy of pathological process attending the phenomena disease. Quizzes are held frequently. The laboratory occupies the entire south frontage of the building (66 feet) and is equipped with microscopes and accessories in sufficient number and quality to insure a good working capacity. The Zeiss projection apparatus will be used in demonstration.—PROF. J. S. FOOTE.

### GROSS PATHOLOGY.

#### *Fourth Year.*

A thorough course in Post Mortem Technique is given at the morgue at hospital. Each student is trained in the proper method of making autopsies. Each student is taught the necessity of methodical and systematic work and the close observation in post mortem examinations. Macroscopical specimens of interest obtained here can be still further examined, microscopically, at the pathological laboratory. Students are notified when their presence is required at the morgue.



# The John A. Creighton Medical College.

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## CHEMISTRY.

### *First and Second Year.*

- I. During the first year lectures are given three times a week in general chemistry and chemico-physics so as to cover the ground necessary to furnish a working foundation to the student for the successful understanding of materia medica, bacteriology, physiology, etc.—**PROF. C. F. CROWLEY.**
- II. Twelve hours a week the student comes into immediate contact with chemical reactions and experimental work in the laboratory (28x64 feet), where each student is furnished with a table supplied with all the appliances requisite for a practical course in qualitative analysis. This latter is followed by work in quantitative methods. Considerable stress is laid upon this part of the work, as it furnishes a logical training whereby the student becomes an independent worker and thinker. Here, too, the identification of the inorganic poisons is taken up.—**PROF. C. F. CROWLEY.**
- III. The work of the second year is both didactic and experimental. Organic chemistry is studied in the first semester with laboratory work three hours a week, making the student familiar with the hydro-carbons and their place in the chemical and medical world. The study of alkaloids forms no little part of this semester's work, as does also the chemistry of the toxic substances of the materia medica. Following this, special time is given to the consideration of proteids, carbohydrates, fats, and salts, of the salivary, gastric, pancreatic, and intestinal secretions, of enzyme action, of blood, sweat, lymph, bile, and milk. The second semester is devoted largely to urine analysis, based upon the chemistry of foods.—**PROF. C. F. CROWLEY.**

Special facilities are offered for work of a research nature along original lines. An opportunity is also furnished for the analysis of various water supplies, food, etc.

## HYGIENE.

### *Second Year.*

This branch is taught by lectures and laboratory work.

- I. Lectures, on air, soil, heat, climate. Also on heating, ventilating, lighting, and the supplying of water and sewerage for houses and cities. Dietetics and clothing. Exercise and baths. Hygiene of schools, prisons and hospitals. One hour per week.
- II. Laboratory work. Examination of water, air, foods, beverages, clothing, soils, etc.

## BACTERIOLOGY.

### *Second Year.*

- I. Bacteriology, study of the relationship of bacteria to other micro-organisms and to disease; of the biological and morphological characteristics of bacteria; of the methods of separating one species from another and from unknown species; methods of determining pathogenic properties; bacterial toxins; immunity; serums; serum diagnosis and serum-therapy; disinfection and germicidal values.



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Especial care is taken to teach each student how to stain and diagnose the organisms of tuberculosis, gonorrhœa, and diphtheria, and perform the Widal test for typhoid fever. No student is passed in this class unless he can give practical demonstrations of his proficiency in this regard. Microscopes equipped with oil-immersion lenses, test-tubes, and other apparatus, are supplied, and responsibility for their return in good condition rests with the student. Laboratory work and lectures six hours a week for three months. Recitations once per week during the term.—PROF. MILLARD LANGFELD.

### THEORY AND PRACTICE OF MEDICINE.

#### *Third Year.*

- I. The course prescribed in the Department of General Medicine has been carefully planned. As the studies of the second year are intended to prepare the student for the study of the Theory and Practice of Medicine, so is this course intended to prepare for the clinical courses of the fourth year. To this end a systematic series of lectures is offered, including such general diseases as are not considered in the special courses. Three hours a week are devoted to these lectures. They comprise a detailed description of each of the diseases under consideration. The diseases are discussed upon the uniform plan of a description of the affection, its symptoms, history, cause, pathological changes, symptoms, complications, diagnosis, prognosis, prevention and treatment. Supplementary to these lectures a quiz-course is held. By such thorough and systematic study of the diseases he is to meet in the clinical courses of the fourth year, the student is prepared to appreciate in the fullest degree the varying phenomena of daily practice.—PROFS. A. W. RILEY and B. F. CRUMMER.
- II. During this term the student also has ample opportunity, in the college and hospital clinics, of putting into immediate use the knowledge obtained in this and previous terms. An important feature in the medical instruction in the junior year is the work in the free dispensary at the college building. The students are divided into sections and each section assigned to several weeks' service during the term. During this service each student has an opportunity to receive personal instruction in the application of knowledge already gained, in physical diagnosis, in methods of differential diagnosis, in symptomatology, in therapeutics, and in prescription writing. The personal contact with patients and individual opportunity to put in practice the didactic and clinical instruction, of the various departments, is considered of the utmost importance by this institution.—PROFS. B. F. CRUMMER and LEROY CRUMMER.
- III. Physical diagnosis will be (a) taught by lectures and recitation one hour a week during term. (b) Lectures on diseases of the blood, ductless glands, kidneys and constitutional diseases, will be given throughout the term. (c) A practical course in history, taking and examination and treatment of patients will be given at college dispensary during term. (d) Bed-side instruction in the hospital

## The John A. Creighton Medical College.

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wards will be given twice a week during second semester.—DR. LEROY CRUMMER.

- IV. The medical teaching of the senior year is chiefly clinical. The study of medicines and their mode of action is begun before clinical teaching is taken up, as those subjects must be understood before prescriptions for the sick can be comprehended. For the same reason general pathology is taken in the second year, and in the third special pathology is taken up while the recitation course in medicine is being pursued. The object is to introduce first the most fundamental subjects which are tributary to medicine, and end the course with as many practical clinical demonstrations as possible. Medical specialties, such as pediatrics, nervous diseases, etc., are given as per schedule throughout the course. The great amount of clinical experience which the student receives in the senior year prepares him for the practical part of his life's work. Ample material for these clinics is furnished by the hospitals, under the control of this school, and the college dispensary.—DRS. RILEY, B. F. CRUMMER, LEROY CRUMMER, SPALDING and COULTER.

### DISEASES OF CHILDREN.

*Third and Fourth Year.*

- I. Instruction will be by didactic and clinical lectures. The aim of each instructor will be to present the chief points in the description, differentiation, and treatment of children in a clear and forceful manner. Methods of diagnosis of diseases of children will be compared with methods used with adults. The subjects considered will be the physiology of the infant child, diseases of the newly born, general hygiene of infants and children, infant feeding, especially artificial food modification, diseases of the digestive organs, respiratory organs, liver, genito-urinary organs, and skin. One hour a week for thirty weeks to the third-year class.—DR. C. W. POLLARD.
- II. Lectures on the diseases of the blood, heart, nervous system, specific infectious diseases and constitutional diseases. One hour a week for thirty weeks to fourth-year class—DR. F. W. HOUGHTON.
- III. Clinical instruction two hours a week at the college dispensary and one hour a week to fourth-year students at the Child Saving Institute.

### NEUROLOGY.

*Third and Fourth Year.*

- I. Didactic lectures, diseases of the brain, cord and membranes; first, those diseases in which no pathological changes are found; second, diseases of known pathology. One hour a week for eight months.—PROF. S. K. SPALDING.
- II. Clinical lectures. Prof. S. K. Spalding, to January —. Prof. F. E. Coulter until end of term.
- III. Mental diseases (a) didactic lectures, study of the forms of insanity, ætiology, pathology (when known), classification, care and treatment. One hour a week for sixteen weeks. (b) Clinical presentation at St. Bernard's Hospital, of such cases as illustrate above condition. One hour a week for eight weeks.—DR. F. T. SEYBERT.

SURGERY.

*Third and Fourth Year.*

- I. Throughout the year lectures on the principles and practice of surgery will be given to the third-year class three hours a week. Thorough consideration will be given to general, regional, and operative surgery. Pathological conditions will be studied as the prime factor in the ætiology of surgical diseases. The relation of the collateral branches of science to surgery will be studied, particularly the diagnostic significance of the blood count and of urinary examinations as operative indicators. The science and art of surgery will thus be taken up together.—DRS. J. P. LORD and C. C. ALLISON.
- II. Clinical surgery. Surgical clinics will be held in St. Joseph's Hospital Amphitheater Tuesday and Saturday forenoons throughout the school year. Clinics will also be held Saturday afternoons at Douglas County Hospital. Surgical clinics daily at John A. Creighton Medical College dispensary from 1 to 2 p. m.—DRS. J. P. LORD, C. C. ALLISON, F. RUSTIN, H. P. HAMILTON, or R. D. MASON.
- IV. Surgical pathology, regeneration as the process of repair infective inflammation, suppuration, abscess, ulcer, fistula, pyæmia, septicæmia, tubercle, tumors benign and malignant. One hour a week for thirty weeks to third-year.—PROF. H. P. HAMILTON.
- V. Fractures and dislocations, (a) general considerations, pathology, detailed instruction concerning each, splints, dressings and their application. (b) Shock, causes, pathology, diagnosis, treatment. (c) Anæsthesia, physiological action, administration, phenomena, management of dangerous symptoms. One hour a week for thirty weeks. —PROF. T. B. LACEY.
- VI. Orthopedic surgery. (a) Pathology, deformities and their correction, mechanical principles of appliances, discussion of the various forms of apparatus employed. One hour a week for eight months. (b) Practical instruction at the college clinics and St. Joseph's Hospital. One to three hours a week for thirty weeks.—PROF. J. P. LORD.
- VII. Surgical and regional anatomy and operative surgery. This course implies an intricate study of anatomy as related to the relationship between surgical operations and the anatomical structures involved. So far as possible the work will be illustrated by dissections upon the cadaver; a careful dissection of the anatomical part being made to illustrate the surgical subject taken up in the lecture. Two hours a week will be devoted to surgical anatomy, the time being divided irregularly between lectures and quiz work. In this way it is hoped to impress upon the students not only the important relationship, but to bring out facts which are not obtainable in text books. Charts to a great extent will be employed to augment work of dissections, so that the illustrated and practical points may be brought out. By a recent enactment of the legislature, it was voted that all bodies from insane asylums, poor houses, state hospitals, penitentiaries, etc., which are unclaimed for forty-eight hours shall be delivered to the Medical Schools of the state for scientific purposes. This law gives to the John A. Creighton Medical College one-



third of all such cases in the state. It will thus be seen that the material for dissection, exploration and surgical anatomy is increased many fold. This feature obviates a system that has long prevailed in our western schools, namely, the necessity of shortening the work of dissections, surgical anatomy, and operative surgery. Operative surgery will be taken up in section work and individual instruction given as far as the material will permit; in this branch operations of an emergency nature will be performed, also capital operations such as are seen in the clinics of the St. Joseph Hospital. Students will be given special instruction in the performance of the various operations, which are illustrated in the different text books on operative surgery.—FREDERICK RUSTIN, M. D.

VIII. Rectal surgery. In this course will be taught the cause, diagnosis, pathology and treatment of all diseases, both medical and surgical, of the rectum, anus and sigmoid, including constipation, hemorrhoids, abscess, fistula, stricture, cancer, ulceration, prolapse, pruritus, congenital malformations, wounds, foreign bodies, impaction, non-malignant tumors, proctitis, irritable ulcer, etc. Instruction will be given by lectures, illustrations, quizzes, and clinical work—DR. R. D. MASON.

VIII. Oral surgery. The lectures on this subject cover not only the ordinary surgical operations performed in the mouth, but such lesions of the jaws and associate parts as are known to exert an influence upon other organs and tissues. While no attempt is made to teach operative dentistry, the diseases of the teeth and gums are discussed and their treatment outlined. The mouth as a source of infection and other reflex disturbances due to diseased teeth are given special attention.—DR. A. HUGH HIPPLE.

#### OBSTETRICS.

##### *Third and Fourth Year.*

- I. The subject of obstetrics is taught by lectures, recitations and demonstrations upon the manikin, by drawings and charts and by attendance upon clinical cases of labor. The didactic work is done mainly in the third year, the clinical study in the fourth year. Cases of labor among the poor of the city are referred to two members of the senior class, and they, assisted by the professor or one of his assistants, attend the case, thus giving the student full clinical advantages under circumstances more nearly what he might expect to meet in actual practice than if he were attending merely hospital cases.
- II. The anatomy and physiology of the female generative organs; the development of the embryo and appendages; changes in the maternal organism, pregnancy, its symptoms, normal and pathological; normal labor. Three hours a week until subject is completed.—DR. F. J. WEARNE.
- III. The theory and practice of obstetrics. Normal labor, abnormal labor, complications, both of pregnancy and labor, and their management; abortion, miscarriage and premature labor. The puerperal state; the breast and its management. Three hours a week, in December, January and February, for third year.

## The John A. Creighton Medical College.

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- IV. Operative obstetrics. Version; the forceps; craniotomy; the cranioclast and cepholotriptor; cæsarean section and symphyseotomy; embryotomy; the contracted pelvis and its management. One hour a week for third and fourth year.—PROF. CHARLES ROSEWATER.
- V. At the Rescue Home, Twenty-fourth and Spalding streets, the lady members of the senior class are shown many obstetrical cases during the term and are given ample opportunity to familiarize themselves with both normal and abnormal labor.—DR. MARY STRONG.

### OPHTHALMOLOGY.

*Third and Fourth Year.*

- I. Lectures and recitations one hour a week during term to third and fourth-year students.—PROFS. BRYANT or DAYTON.
- II. Clinics and clinical lectures, two hours a week to third and fourth-year at St. Joseph's Hospital.—PROF. BRYANT.
- III. Clinical instruction will be given at the college free dispensary, in diagnosis of diseases of the eye, in methods of examination, in the use of instruments, including the ophthalmoscope, and in the application of remedies, etc. Two hours a week during term for third and fourth-year students.—PROF. BURRELL.

### GYNAECOLOGY.

*Third and Fourth Year.*

- I. Principles and practice, didactic lectures. One hour a week for thirty weeks.—PROF. W. O. HENRY.
- II. Practical instruction in the examination, diagnosis and treatment of patients and the use of instruments. Two hours a week for thirty weeks.—PROF. W. O. HENRY.
- III. Operative demonstration of the various operative measures and the consideration of the best means of surgical relief. Students are allowed to examine cases when under anæsthetics and required to confirm or correct a previous diagnosis. Two hours a week for thirty weeks at St. Joseph's Hospital.—PROF. W. O. HENRY.

### OTOLOGY, LARYNGOLOGY, AND RHINOLOGY.

*Third and Fourth Year.*

- I. Otology, (a) didactic lectures. One hour a week for eight months. (b) Clinical Lectures. Three hours a week for thirty weeks.—PROF. H. LESLIE BURRELL.
- II. Laryngology and rhinology, (a) general consideration of the principles of pathology, diagnosis and therapeutics of diseases of the throat and nasal passages, didactic lectures. One hour a week for thirty weeks. (ab) Practical instruction. Three clinical lectures a week for eight months, diagnosis and the use of instruments—PROF. H. LESLIE BURRELL.

### DERMATOLOGY, VENEREAL AND GENITO-URINARY DISEASES.

*Third and Fourth Year.*

- I. Dermatology. Didactic lectures and quizzes one hour a week throughout academic year, supplemented by practical instruction in diagnosis and treatment at the college clinic two hours a week for thirty



## The John A. Creighton Medical College.

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weeks. Clinics will also be held from time to time at the Douglas County Hospital.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG, Assistant.

- II. Venereal and genito-urinary diseases. Didactic lectures and quizzes will be given throughout the college year, one hour a week, in venereal and genito-urinary diseases, supplemented by practical instruction at the college clinic two hours a week. Clinics will also be held at the Douglas County Hospital from time to time.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG.

### MEDICAL JURISPRUDENCE.

*Third and Fourth Year.*

- I. Medical jurisprudence and medical law. Regulation of the right to practice medicine and surgery; express and implied contracts between physician and patient; rights and liabilities of physicians and patients; rights and liabilities of third parties; recovery of compensation; malpractice and remedies therefor; criminal liability; communications; expert witnesses. One hour a week for eight weeks.—T. J. MAHONEY, LL. B.
- II. Lectures on moral principles and medical practice, craniotomy, abortion, venereal excess, views of scientists, professional rights, will be given to the third-year class, one hour a week for twelve weeks.—PROF. CHARLES COPPENS.
- III. During the year a series of lectures will be delivered on the jurisprudence of insanity by the superintendent of the Nebraska State Asylum for the Insane, of Lincoln, Nebraska.—DR. J. L. GREEN.

### SKIAGRAPHY.

*Courses.*

- I. The institution possesses one of the largest Toepler-Holtz machines in the country and is employed in the demonstration of the X-ray. There is also a complete X-ray plant at St. Joseph's Hospital. The Crookes tube and fluoroscope will be considered from a scientific standpoint, the Roentgen ray and its application to medicine from a clinical standpoint, and the general technique of skiagraphy will receive the attention which it deserves.—PROF. C. F. CROWLEY.

## Clinical Facilities.

### ST. JOSEPH'S HOSPITAL.

The Creighton Memorial—the new St. Joseph's Hospital—is by far the largest and best hospital in the West. It is situated at the corner of Tenth and Castellar streets, on high and beautiful grounds, and could not be better located, either for healthfulness, beauty of location or easiness of access. It was built at enormous expense, has over 300 beds for patients, and ample room for nurses, internes, servants, etc. There are large drug rooms, reception rooms for patients, private consultation rooms for the hospital corps of physicians, airy wards and elegant private rooms.

In the hospital, for the year ending December 31st, there were treated about 2,000 cases.

## The John A. Creighton Medical College.

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### HOSPITAL AMPHITHEATER.

The hospital amphitheater is located in a building erected especially for the purpose. The building, which is really an annex to the St. Joseph's Hospital, was erected in 1898 at a cost of \$10,000. It occupies the space behind the body and between the wings of the hospital. It is two stories high and connects with both the first and second stories of the hospital.

On the first floor of this building are the surgeons' wash and dressing rooms, instrument, sterilizing, and operating room for septic cases, and an eye, ear, nose and throat room, especially equipped for operative work. Here also has been installed a complete X-ray outfit.

On the second floor are a private operating room, sterilizing room, room in which patients are prepared for operation and given ether, instrument room, and amphitheater.

The amphitheater is at the end of the hall into which all of the foregoing rooms lead. It is full two stories high, and is lighted from a glass roof. The floor is laid with tile, the finish is hard wood. The seats, which are arranged in tiers above the floor, command a complete view of the "arena," where all clinics are held, and accommodate 150 persons. Beneath the seats at the back of the room is the entrance to the students' hall, coat room and lavatory, and storage room for appliances.

The furnishings of the room are in accordance with the ideas of the necessities of modern surgery. The whole building is supplied with hot and cold, filtered and boiled water, lighted by gas and electricity, and heated by steam.

Clinics are held here five half days in each week during the entire session of the medical school. The clinical advantages offered here are reserved for the benefit of the students of the John A. Creighton Medical College.

The combined capacity of the four large hospitals under the control of the different members of the faculty of the Creighton Medical College reaches eleven hundred beds, assuring an almost unlimited amount of material for clinical teaching in third and fourth year work.

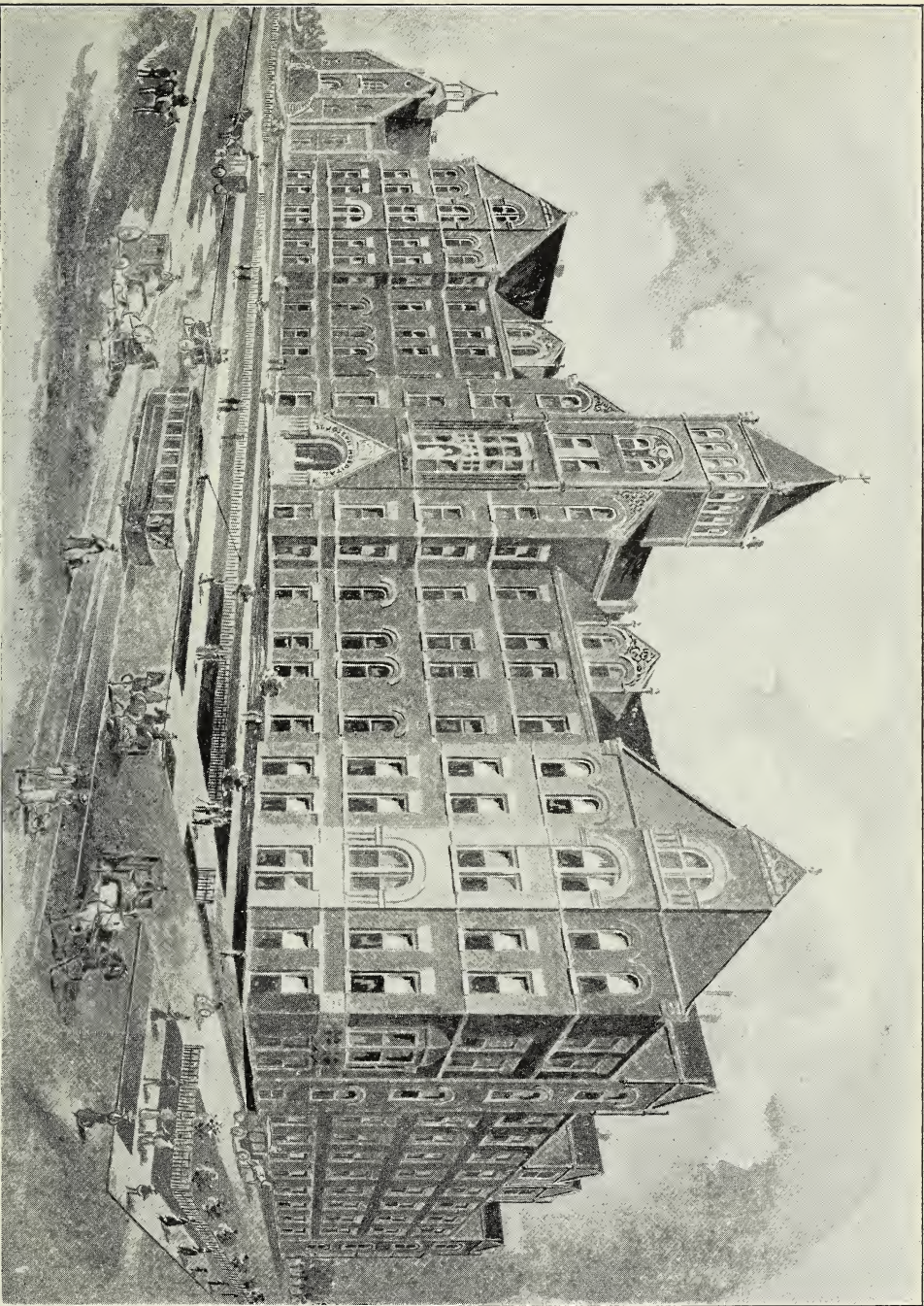
### ST. BERNARD'S HOSPITAL.

St. Bernard's Hospital, Council Bluffs, with two hundred and fifty beds provided for nervous and insane patients, is beautifully situated on a high bluff elegantly parked, affording a most desirable place for the outing of the patients. The building has recently been rearranged and remodelled, making it one of the finest in the middle west. The systematic classification for the grouping of the afflicted is entirely complete even to the slightest detail. Here the instructor of mental diseases of the John A. Creighton Medical College, under whose direction the hospital is conducted, takes his classes and gives them the advantages of clinics during his lectures on insanity.

### MERCY HOSPITAL.

Mercy Hospital has just been completed and is one of the adjuncts to the clinical advantages of this college. In the erection of this pressed brick building (150x43 ft. and wing 48x30 ft.) every point has received the





CREIGHTON MEMORIAL—ST. JOSEPH'S HOSPITAL.



## The John A. Creighton Medical College.

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most thorough and careful attention. In every department will be found the latest possible improvements from operating rooms and ambulance service to dining rooms and kitchen. This entire building with its 118 rooms is appropriately finished in hard wood and the furnishings are of a rich quality due to the generosity of the instituton's many generous friends.

Whatever clinical material can be utilized is reserved by this institution for the benefit of the students of the Creighton Medical College. The internes for the hospital are also chosen, each year, by competitive examination from the graduating class of the Creighton Medical College.

### DOUGLAS COUNTY HOSPITAL.

The Douglas County Hospital is capable of accommodating 300 patients, and being supported by Douglas County is exclusively a charity hospital. The class of patients found here affords an especially fine opportunity to study all forms of rare and interesting chronic diseases. For one-half of each school year members of the faculty of the Creighton Medical College will have charge of this hospital and will give weekly clinics as per schedule.

### College Clinic and Dispensary.

The clinic and dispensary occupy the first floor of the north wing of the college building. Here are a large waiting room for patients and the drug room, where the prescriptions are filled. The clinical rooms communicate directly with the waiting room.

Clinics are held in the college dispensary rooms six days each week. There have been established the following departments: A Clinic of Medicine, Diseases of the Chest, Surgery, Diseases of the Eye and Ear, Nose and Throat, Diseases of Children, Skin, Genito-Urinary and Venereal Diseases, and Diseases of Women.

The material is utilized for the benefit of the student, and good opportunity for direct contact of the student with the patient is afforded. The senior class is divided into sections and assigned to daily service in the various departments a portion of each year, and as much practical work as possible is given to the student.

Opportunity to examine patients under the directions of the physician in charge is afforded, and instruction in the use of the instruments and methods in making a diagnosis is given.

About 6,000 patients are treated annually in the various departments.

### Hospital Appointments.

The positions of house physicians and surgeons in St. Joseph's, St. Bernard's and Mercy hospitals are filled by appointment from the graduating class of this college.

The appointment of "interne" secures service in the hospital with furnished room and board. Four appointments are made annually, after a competitive examination, to which only the graduates of this college are eligible.



## Requirements for Graduation.

1. The candidate must be at least 21 years of age, and must give satisfactory evidence of good moral character, which includes unexceptional conduct while at college.

The faculty reserves the right to sever the connection of any student with the institution at any time on the ground of what might be deemed moral or mental unfitness for the profession.

2. He must have pursued the study of medicine four years, and have attended four full courses of lectures of at least seven months each; of these the last must have been in this college.

3. He must notify the secretary of the faculty of his intention to become a candidate and pay all dues four weeks before the final examination.

## Degrees.

Upon those who fulfill the necessary requirements the degree of Doctor of Medicine will be conferred.

## Text Books.

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ANATOMY—Morris, Gerrish, Quain, Wiese.

ANATOMY OF THE NERVOUS SYSTEM—Gordinier, Ranney, Horsley and Gray.

PHYSIOLOGY—American Text Book, Hall, Chapman, Stewart, Kirke, Raymond, Schaefer.

HISTOLOGY—Bohm, Davidoff, Stohr, Schaefer, Piersol.

PATHOLOGY—Stengel, Coplin, Delafield, Prudden, Ziegler, Green.

PATHOLOGICAL TECHNIQUE—Mallory and Wright.

BACTERIOLOGY—Abbott, Park, Williams.

CHEMISTRY—Bartley, Attfield, Witthaus, Purdy, Newth, Prescott and Johnson, Remsen, Simon.

SURGERY—Rose and Corless Manual of Surgery, Parks, Young, Senn, Tillman, Warren and Gould.

ORTHOPEDIC SURGERY—Bradford and Lovett, Moore.

GYNAECOLOGY—Henry, Carrigues, American Text Book, and Skene.

OBSTETRICS—Jewett, Davis, Dorland, Hirst, Playfair, King, Garrigues, Williams.

PRACTICE OF MEDICINE—Osler, Anders, Tysan, Lockwood.

DISEASES OF CHILDREN—Holt, Rotch, Taylor and Wells, Jacobi.

OPHTHALMOLOGY—Veasey, Fuchs, Jackson.

OTOLOGY, LARYNGOLOGY AND RHINOLOGY—Coakley, Bacon, Bruhl.

DERMATOLOGY—Walker, Crocker, Stelwagon.

GENITO-URINARY—White and Martin, Keyes.

HYGIENE—Bergey, Egbert.

NEUROLOGY—Church and Peterson, Gowers, Oppenheim, Berkley, Brower and Bannister, Hirt.

MEDICAL JURISPRUDENCE—Taylor.

RECTAL SURGERY—Mason, Tuttle, Gant, Kelsey.

ORAL SURGERY—Garretson, Marshall.

MATERIA MEDICA AND THERAPEUTICS—White, Barthallow, Wood, Butler.

MEDICAL DICTIONARY—Lippincott.

PHYSICAL DIAGNOSIS—Butler, Musser, Cabot.

SURGICAL PATHOLOGY—Warren, Senn, American Text Book.

FRACTURES—Scudder. Smith's revised edition of Hamilton.

## Expenses.

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### FIRST YEAR.

Tuition .....	\$80.00
*Returnable breakage and key deposit.....	2.00

### SECOND YEAR.

Tuition .....	\$80.00
*Returnable breakage and key deposit.....	1.50

### JUNIOR YEAR.

Tuition .....	\$75.00
Hospital fees.....	10.00

### SENIOR YEAR.

Tuition .....	\$75.00
Hospital fees.....	10.00

No fees for examinations or graduation.

For further information address

DR. D. C. BRYANT,  
McCague Building,  
Omaha, Neb.

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\*At the end of each term the breakage and key deposit, minus the cost of material broken and keys replaced, will be returned.

## Prizes.

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At the close of each session a competitive examination will be held for the positions of house physicians and surgeons for one year at St. Joseph's and St. Bernard's hospitals. The following gentlemen received appointments May 1, 1903:

Dr. O. R. Brittain.....	St. Joseph's Hospital.
Dr. T. J. Nolan.....	St. Joseph's Hospital.
Dr. G. F. Simanek.....	St. Joseph's Hospital.
.. Dr. M. M. Sullivan.....	St. Bernard's Hospital.

The following prizes were awarded for highest grade in term work:

Medicine—Gold medal, awarded by Prof. A. W. Riley to W. S. Fleming, M. D.

Surgery—Surgical Case awarded by Prof. J. P. Lord to J. F. Stageman, M. D.

Surgical Pathology—Gold medal, awarded by Prof H. P. Hamilton to Mr. A. H. Koenig.

Ophthalmology—Ophthalmoscope awarded by Prof. D. C. Bryant to C. R. Geith, M. D.

Pathology—Gold Medal, awarded by Dr. P. Waldron to Mr. Eugene Wallace.

Orthopedic Surgery—By Prof. J. P. Lord, Surgical case to Mr. A. W. Walker.

## Degrees Conferred.

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At the commencement May 1, 1903, the degree of Doctor of Medicine was conferred upon the following members of the graduating class:

BRITTAİN, OMAN R.	LYMAN, C. ELIZABETH
BUSHMAN, LOUIS B. (A. M.)	MARES, ANNA M.
ERB, CHELSEA MARCELLUS.	MICK, WILLIAM H.
FINLEY, WALTER G.	NEWELL, HARRY JULIUS
FITZGERALD, DENNIE L.	NOLAN, THOMAS J.
FLEMING, WILLIAM S. (A. B.)	O'CONNOR, HANNA KATHLEEN
GADBOIS, ARTHUR E.	PAYNE, WALTER S.
GEITH, CHARLES R.	PICKETT, LETA MAJOR
HAHN, GUSTAV	RHODE, MARGARET W.
HEIN, HENRY.	SCOTT, MICHAEL JAMES
HICKEY, CHARLES W.	SIMANEK, GEORGE F.
IMPEY, CHESTER C.	STAGEMAN, J. F.
KELLY, HARRY DELMAN	STARK, LUCIEN
KING, H. EUGENE	SULLIVAN, MURT M. (A. M.)
KLUSSMANN, M. PAULINE	



## Students.

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### SENIORS.

BRITTAIN, OMAN R.....	Nebraska.
BUSHMAN, LOUIS B. (A. M.).....	Nebraska.
ERB, CHELSEA MARCELLUS.....	South Dakota.
FINLEY, WALTER G.....	Iowa.
FITZGERALD, DENNIE L.....	Oklahoma.
FLEMING, WILLIAM S. (A. B.).....	Kansas.
GADBOIS, ARTHUR E.....	Iowa.
GEITH, CHARLES R.....	Colorado
HAHN, GUSTAV.....	Nebraska.
HEIN, HENRY.....	Nebraska.
HICKEY, CHARLES W.....	Nebraska.
IMPEY, CHESTER C.....	Nebraska.
KELLY, HARRY DELMAN.....	Iowa.
KING, H. EUGENE.....	Iowa.
KLUSSMANN, M. PAULINE.....	Nebraska.
LYMAN, C. ELIZABETH.....	Iowa.
MARES ANNA M.....	Nebraska.
MICK, WILLIAM H.....	Nebraska.
NEWELL, HARRY JULIUS.....	Nebraska.
NOLAN, THOMAS J.....	Nebraska.
O'CONNOR, HANNA KATHLEEN...	Nebraska.
PAYNE, WALTER S.....	Nebraska.
PICKETT, LETA MAJOR.....	Nebraska.
RHODE, MARGARET W.....	Nebraska.
SCOTT, MICHAEL JAMES.....	Nebraska.
SIMANEK, GEORGE F.....	Nebraska.
STAGEMAN, J. F.....	Iowa.
STARK, LUCIEN.....	Nebraska.
SULLIVAN, MURT M. (A. M.).....	Nebraska.

### JUNIORS.

BLEZEK, F. M.....	Nebraska.
BROWN, H. M.....	Iowa.
BURKE, T. N.....	Iowa.
CAULEY, A.....	Iowa.
CLARK, G. W.....	Nebraska.
CROSS, G. B.....	Nebraska.
FLYNN, A. M.....	Nebraska.
GRIFFIN, E. J.....	Nebraska.
HEWITT, J. E.....	Nebraska.
HIGGINS, J. E.....	Nebraska.
*HUGHES, W. E.....	Nebraska.
JOHNSON, A. F.....	Nebraska.
KERN, M. J.....	Minnesota.
KOENIG, A. H.....	Nebraska.
KOUTSKY, J. W.....	Nebraska.

\*Deceased.

## The John A. Creighton Medical College.

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KUCERA, F. H.....	Nebraska.
LUESCHEN, A. G.....	Nebraska.
MACDIARMID, S. B.....	Nebraska.
MAYER, C. F.....	Nebraska.
MURPHY, L. P.....	Nebraska.
NELSON, F. A.....	Nebraska.
PETERS, F. E.....	Iowa.
SCHLEIER, F. J.....	Iowa.
SMITH, J. J.....	Nebraska.
STEVENS, R. H.....	Iowa.
WALKER, A. W.....	Nebraska.
WEED, J. W.....	Iowa.
WEEKS, C. W.....	Nebraska.

### SOPHOMORES.

ADAMS, A. B.....	Nebraska.
CAMERON, J. R.....	Nebraska.
CARSON, D. H. (B. S.).....	South Dakota.
CHALOUPKA, ED.....	Nebraska.
CHERRY, W. S.....	Nebraska.
CONKLIN, R. E.....	Nebraska.
CROOK, R.....	Nebraska.
DELANEY, F. J.....	Iowa.
DINKLER, FRED.....	Oklahoma.
FOOTE, G. C.....	Nebraska.
HANSEN, HANS.....	Iowa.
HARMON, C. E.....	Massachusetts.
HOULISTON, GEO. H.....	Nebraska.
JONES, MONROE.....	Nebraska.
JONES, MRS. E.....	Nebraska.
KUEGLE, FRED H. (A. B.).....	Nebraska.
LAUVETZ, J.....	Nebraska.
LEARY, W. J. (A. M.).....	Nebraska.
McFARLAND, WILLIAM I.....	Nebraska.
McPHERSON, J. B.....	South Dakota.
McINTYRE, B.....	New York.
MELVIN, MISS ELIZABETH.....	Oklahoma.
MOORE, DANIEL V.....	South Dakota.
NELSON, A. C.....	Nebraska.
OXFORD, EDWIN.....	Nebraska.
PACKARD, WILLIAM.....	Nebraska.
PILGER, WALTER.....	Nebraska.
QUINN, W. M.....	South Dakota.
ROONEY, C. E.....	Nebraska.
SMITHISLER, J. R.....	Kansas.
SMRHA, B. A.....	Nebraska.
STEVENS, R. G.....	South Dakota.
STOLLEY, GEORGE .....	Iowa.

# The John A. Creighton Medical College.

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STRAETEN, R. J.....	South Dakota.
SWETT, C. H.....	South Dakota.
THETRO, E. L.....	Nebraska.
TOBKINS, J. H.....	Minnesota.
WAGGENER, W. R.....	Nebraska.
WALLACE, EUGENE.....	Kansas.
WANER, A. E.....	Nebraska.
WOEPPEL F. WILLIAM .....	Nebraska.

## FRESHMEN.

BACHLE, E. P.....	Nebraska.
BALDWIN, B. B.....	Nebraska.
BUNCE, A. C.....	Nebraska.
CHRISTENSEN, C. H.....	Iowa.
COHN, H. R.....	Nebraska.
COX, HARRY O.....	Nebraska.
CROMIE, FRANK.....	Iowa.
CROWLEY, D. F.....	Nebraska.
DUGUID, JAMES.....	Indiana.
EVANS, J. O.....	Nebraska.
FIELDS, W. W.....	Missouri.
FLYNN, J. J.....	Montana.
FRANKLIN, WILL.....	Nebraska.
GALLAGHER, J.....	Iowa.
GAITHER, F. E.....	Nebraska.
GOLDSBERRY, MRS.....	Nebraska.
HIGGINS, J. E.....	Nebraska.
HIGGINS, T. J.....	Nebraska.
HOLLAND, WALTER.....	Nebraska.
LACEY, T. B.....	Iowa.
LAMB, H. E.....	Nebraska.
LANE, J. P.....	Nebraska.
LANGDON, J. F.....	Nebraska.
LIVINGSTON, J. G.....	Nebraska.
LYNCH, E. C.....	Iowa.
MARBLE, R. E.....	Iowa.
MARTIN, GUY E.....	Nebraska.
MEYERS, E. L.....	Nebraska.
MULLALLY, M. D.....	Nebraska.
NORDWALL, O.....	Nebraska.
NELSON, J. A.....	Nebraska.
ROCK, A. V.....	Iowa.
SAIDY, A. A.....	Nebraska.
SHRIVER, M. E.....	Iowa.
SHELBY, CREIGHTON.....	Nebraska.
SMITH, D. F.....	Nebraska.
SPRINK, J. F.....	Iowa.
STEJSKAL, F. J.....	Nebraska.
STONE, JAMES G.....	Nebraska.
SWARTZLANDER, L. C.....	Nebraska.

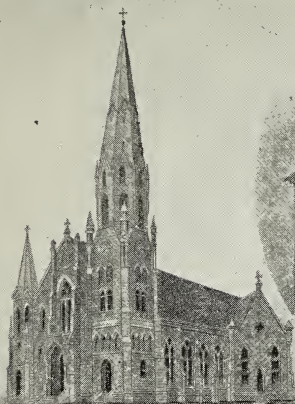
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SWARTZLANDER, JOSEPH..... Nebraska.  
THORNE, J. I. .... New Jersey.  
VERBRYCK, ROSE D..... South Dakota.  
WILLIS, BEN.....Nebraska.  
WITTKE, ALBERT..... Wyoming.







ST. JOHN'S CHURCH



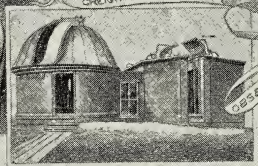
CREIGHTON

MEDICAL

COLLEGE



CREIGHTON UNIVERSITY



OBSERVATORY



ST. JOSEPH'S HOSPITAL

ST. JOSEPH'S

HOSPITAL

THE  
CREIGHTON UNIVERSITY

FOUNDED 1878.

INCORPORATED AS A UNIVERSITY UNDER ACT OF THE  
LEGISLATURE OF THE STATE OF NEBRASKA,  
AUGUST 14, 1879.

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*THE CREIGHTON COLLEGE*

FOUNDED AND ENDOWED 1875.

CONVEYED BY DEED OF TRUST TO THE CREIGHTON UNIVERSITY,  
DECEMBER 4, 1879.

*THE JOHN A. CREIGHTON MEDICAL COLLEGE*

FOUNDED MAY 30, 1892.

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OMAHA, NEB.  
BURKLEY PRINTING COMPANY  
1904.



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OF THE

## CREIGHTON UNIVERSITY.

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THE CREIGHTON COLLEGE.

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# THE CREIGHTON COLLEGE.

FREE SCHOOL OF ARTS AND SCIENCES.

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THE history of this College may be briefly outlined as follows. Mr. Edward Creighton, after whom the College is named, had proposed in life to form a FREE Institution of learning, but died intestate on his project. His wife, Mrs. Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to carry out her husband's wish, but did not live to behold its realization. Her death occurred on January 23d, 1876. In her last will and testament, dated September 23d, 1875, she made among other bequests the following:

*"ITEM: I will and bequeath unto my said executors the further sum of one hundred thousand dollars to be by them received, held, kept, invested and reinvested in like manner, but upon the trusts expressed and declared of and concerning the same, that is to say, to purchase the site for a school in the city of Omaha, or within.... miles thereof and erect proper buildings thereon for a school of the class and grade of a College, expending in the purchase of said site and the building of said buildings, and in and about the same, not to exceed one-half of said sum, and to invest the remainder in securities, the interest of which shall be applied to the support and maintenance; and the principal shall be kept forever inviolate. When said buildings shall be ready for occupancy for such school, the said executors shall convey all of said property, including said site, building and securities, to the Rt. Rev. the Bishop of the Roman Catholic Church having jurisdiction in Omaha and his successors in office, upon trusts to be aptly expressed in the deed of conveyance securing said property to the purposes aforesaid. The said school shall be known as The Creighton College, and is designed by me as a memorial of my late husband. I have selected this mode of testifying to his virtues and my affection to his memory, because such a work was one which he in his lifetime proposed to himself."*

Acting on this bequest, the executors, Messrs. John A. Creighton, James Creighton and Herman Kountze, purchased the present site, and proceeded to erect what is now called the main building. The

entire property and securities were duly conveyed by the executors to the Right Rev. James O'Connor, D. D., Bishop of Omaha, July 1st, 1878.

Under and in pursuance of "An Act of the Legislature of the State of Nebraska" (February 27th, 1879) "to provide for the incorporation of Universities under certain circumstances," Right Rev. James O'Connor, D. D., vested the entire property and securities of the Creighton College in a corporation, designating the legal title of said corporation to be THE CREIGHTON UNIVERSITY, and appointing five members of the Society of Jesus to constitute the Board of Trustees. The Creighton University was thus incorporated on August 14th, 1879.

By deed of trust executed on December 4th, 1879, the Right Rev. James O'Connor, D. D., conveyed all the property and securities of Creighton College to the above mentioned corporation, The Creighton University. By this conveyance the entire trust passed from the Right Rev. Bishop and his successors to The Creighton University and its successors, the trust to be held and administered upon the same terms and conditions and for the same purposes, for and under which it was originally bequeathed by Mrs. Mary Lucretia Creighton. The position, therefore, of The Creighton University relative to The Creighton College, its property and securities as derived from the bequest of Mrs. Creighton, is that of Trustee for the Creighton College.

The funds invested for the support of the College had been increased from the division of the residue of the estate of Mrs. Mary Lucretia Creighton, so that when the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million dollar endowments of other Universities and Colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic Colleges, it must seem a hazardous undertaking to build up and develop a FREE College on a financial basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the order, when all Jesuit Colleges and Universities were endowed and FREE Institutions. The venture has thus far met with unexpected success, thanks to good friends, and in particular to Hon. John A. Creighton and his lamented wife, both of whom generously seconded the noble purpose of the original



Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.

### DEVELOPMENT.

The College, located on 25th and California Sts., commands an excellent view of the city and surrounding country. The grounds cover an area of six acres, and with the buildings of the Classical Department of the University represent a value of \$140,000.

THE MAIN BUILDING was begun in 1877, and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of 56 and depth of 126 feet. The facade is surmounted by a tower 110 feet high. This building is at present devoted entirely to College purposes.

THE STUDENTS' LIBRARY was established in 1880. It contains 2,500 volumes, selected specially for the use of students, and is a Free Library.

In 1883, the SCIENTIFIC DEPARTMENT of Creighton College was established and richly furnished by Hon. John A. Creighton with a complete chemical, physical and astronomical outfit.

THE ASTRONOMICAL OBSERVATORY received its full development in 1886, when the present Observatory was erected on the brow of the hill north of the College.

In the establishment and development of the Scientific Department, Hon. John A. Creighton was generously seconded by Hon. John A. McShane.

In the same year, 1886, the munificent gift from Hon. John A. Creighton of a city lot, valued at \$15,000, enabled the Trustees to secure by exchange, after the payment of a bonus of \$2,000, a much-needed house and lot adjoining the main building on the northeast.

THE COLLEGE CHAPEL, popularly known as St. John's Collegiate Church, is situated to the south-west of the main building, facing California street. The corner-stone was laid by Right Rev. James O'Connor, D. D., on June 27th, 1887, and the Church was dedicated by the same prelate on May 6th, 1888. The style of architecture is English Gothic. The Church is built of Warrensburg sandstone, and is at present 112 feet in length by 75 feet in width. The plan, however, contemplates a building 184 feet long with a width at the transept of 133 feet. Hon. John A. Creighton subscribed \$10,000 towards the erection of the Church; the rest of the requisite funds, about \$35,000, came from a sale of property belonging to the Jesuit fathers in their own right. The main altar is the gift of Hon. John A. McShane; the side altars were presented by Mrs. John A. Creighton; the organ was donated by Mrs. John A. Schenk; the Way of the Cross is the gift of Hon. John A. Creighton.



THE SOUTH WING of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. Hon. and Mrs. John A. Creighton contributed \$13,000 towards its erection; the rest of the cost was covered by the Interest fund of the College. The wing is built of brick in the same style of architecture as the main building, and has a length of 50 feet and a depth of 36 feet.

In 1888, Mrs. Sarah Emily Creighton, wife of Hon. John A. Creighton, bequeathed to The Creighton University a business block on Douglas street west of Creighton Block, to and for the use of the Creighton College, according to the same terms and conditions as were designated in the bequest of her sister, Mrs. Mary Lucretia Creighton. Mrs. Sarah Emily Creighton departed this life on September 30th, 1888.

### NEW ADDITIONS.

During the year 1900 Hon. John A. Creighton, desirous of making the University, whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the University buildings as planned by the founder. The additions include an extension of the south wing for the accommodation of the members of the faculty residing on the grounds and a separate library building, and on the north an L shaped extension which is devoted almost exclusively to the use of the students of the classical department. Here are located the college chapel, the recitation rooms, and the lecture halls needed to meet the demands of the student body.

Besides these buildings an auditorium, with a seating capacity of one thousand, and constructed in accordance with the best modern designs, has been erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the University, while immediately north of the new Auditorium a large heating plant supplies steam to all the buildings on the grounds. These additions were ready for occupation on the first of March, 1902.

### THE NEW PHYSICAL DEPARTMENT

occupies the entire east front of the third floor of the new north wing. The lecture room measures 26x33 feet. There are five rows of fifteen seats each, arranged in tiers. The lecture table is 3x12 feet. Besides a variety of drawers for various uses, there is in the table a hydrostatic tank, 3 feet wide and 2 feet deep, with a plate glass front. Direct and alternating currents of electricity, water, drainage, gas, compressed and rarified air are at the service of the professor, by the mere turning of a switch or of a valve. Six windows admit light to the room and are provided with opaque shutters pierced for the adjustment of the heliostat and the projection apparatus. A 30-foot blackboard, concealed

but accessible ducts for pipes and wires, and a vertical flue reaching from the basement to the roof of the building, form some of the convenient accessories of the lecture room.

A door behind the lecture table opens directly into the new Cabinet of Physical Apparatus. This hall measures 33x54 feet, and has eight windows on the east side. Along the west, north and south walls are the cases for storing the instruments. In the middle of the room and between the windows are arranged cases with an assorted and labeled collection of minerals, and pieces of physical apparatus too large for the cases.

### THE NEW CHEMICAL DEPARTMENT

occupies the entire second floor of the main building. The lecture room measures 25x30 feet. There are six rows of seats arranged in tiers. The lecture table is almost a counterpart of the one used in the physical department. Just back of it is a large blackboard and a fume chamber. The chamber is 9 feet long, 3 feet wide, and 5 feet high, and has a flue of its own. It is built into the west room, the professor's laboratory, and is accessible from both sides. It is provided with gas, water, and drain connections.

The new laboratory for the use of the students is 25x60 feet. It contains five tables, each accommodating six students on either side. There is one water faucet and one sink for each set of four students, but in the thirty-four inches assigned to individuals the conveniences of gas, of a private drawer, of a locker and shelf space above and below are supplied. The large fume chamber is accessible on four sides.

### THE ASTRONOMICAL DEPARTMENT

can justly lay claim to having one of the best equipped students' observatories in the country. The equatorial room is 14 feet in diameter and carries a sheet-iron dome, the opening of which may be made to face any part of the heavens. The telescope, made by Steward, has an excellent 5-inch lens. It is mounted equatorially and is provided with a driving clock, clamp and slow motion screws on both axes, seven eye-pieces and a micrometer. The transit room is 16 feet square, faced inside and outside with pressed brick like the equatorial room. It contains a handsome 3-inch transit circle by Fauth & Co., which may be used also as a zenith telescope. The divided circle reads by means of microscopes to the tenth of a second. The eye-piece is provided with right ascension and declination micrometers. Two clocks, a Howard mean time and a Fauth sidereal, are mounted in a brick vault so as to be secure against changes of temperature. A Fauth chronograph is in connection with a switchboard, which admits of all possible combinations. For years it has recorded the daily noon signals of the Naval Observatory in Washington. On August 5th, 6th, and 7th, 1887,

clock signals were exchanged between the Naval Observatory and that of our University, with the purpose of determining our longitude. This was found to be 1 h., 15 m., 34.92 s. west of Washington, or 6 h., 23 m., 46.96 s. west of Greenwich. The latitude of the transit instrument is 41 degrees, 16 minutes, 5.6 seconds north, and the height of its axis above sea-level is 1,129 feet. On April 25th and 30th and on May 3rd, 1900, the Observatory of the State University of Nebraska obtained its longitude from our observatory by an exchange of telephonic clock signals.

Besides the essential instruments described above, there is a Heinrich chronometer, a Steward astronomical theodolite, a double mirror heliostat, Bailey's astral lantern and a number of minor instruments and attachments. The observatory and its instruments are lighted by sixteen-candle-power and one-candle-power lamps.

## The New Library.

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The University can now boast one of the best-equipped students' libraries in the country. For years, suitable books bearing on different departments of university work had been accumulated previous to the erection of the present handsome and spacious library building. Since this event, the liberality of enlightened friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference-works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over thirteen thousand volumes, and the enlargement still goes on. The systematic and thorough plan of cataloguing and distribution adopted has greatly increased the facility of consultation, and thus enhanced the value of the library as a college institution.

The Library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference, such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics, and theodicy, together with the history of philosophy. The fourth division is assigned to religious works, such as different editions of the Bible, biblical commentaries, etc. Then comes theology—dogmatic, apologetic, and moral. These are followed by liturgical treatises, sacred eloquence, ascetics, ecclesiastical history, and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The Philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best

works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well-furnished students' scientific library of the best works, theoretical and practical. English and American literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thousand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States government, as well as by individual states and different associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading-room adjacent to the library.



## Guiding Principles in Education.

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AT a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of Creighton University. It seems almost self-evident

FIRST. That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

SECOND. That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

THIRD. That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

FOURTH. That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

FIFTH. That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

SIXTH. That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

SEVENTH. That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

EIGHTH. That selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building and who have themselves practically determined upon their own life-work.

NINTH. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

TENTH. That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

ELEVENTH. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

TWELFTH. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

THIRTEENTH. That all the studies pursued need not be directly useful in after life.

Guided by these principles, Creighton University, in the Classical Department, offers a course of studies superior to that of the large non-Catholic Universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately ac-

quainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

Creighton University does not condemn moderate electivism for under-graduates or specialization for particular students. There are plenty of Catholic Institutions that very wisely and properly meet these demands, in accordance with their chosen scope and purpose; but this institution is designed for those who want a good general classical and scientific education. It does not pretend to teach every thing, but it does claim to teach thoroughly and successfully the branches it undertakes to teach. Its motto is "*Non multa sed multum.*" It believes in "*Unum post aliud,*" in thoroughness, concentration and method.

It will be seen then, that this Institution has a clearly defined scope, that its chosen sphere of activity is distinctly marked out. By keeping to its own field, it will do more for its clients than by undertaking work for which it has neither financial resources, facilities, appliances nor demand. Strange though it may seem, it is really possible to obtain the Degree of Bachelor of Arts with less scholarship, by selecting easy courses in some colleges of higher standing in which the elective system prevails, than it is under the system which prescribes a definite course and leaves little latitude of choice.

The absence of religious and moral instruction, so prevalent in some colleges, is to be deplored, not merely because man is thereby left without rudder and compass in some of the most difficult and stormy situations when conscience must at all hazards retain its supremacy; but because such instruction, even if we do not take into account the truth of the tenets it upholds, plays no ignoble part in the development of the mind, the establishment of high ideals and the growth of a reverent regard for man. In the Catholic method great stress is laid on mental and moral philosophy, which are considered the crowning glory of undergraduate effort. Rational philosophy as a means of developing young manhood is

a marvel of strength and effectiveness, a continual wonder to those who witness its transforming excellence. But to obtain these results philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching the history of philosophy; detailing the vagaries of the human mind, without venturing to condemn them; exposing the contradictory systems which have held sway for a time, without any expression of opinion as to the fatal defects which caused them to be discarded; but it must present a logical, unified, complete system of mind culture in accord with the established laws of human nature; it must take its stand on some definite proposition expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

We claim credit, then, for the time spent in religious instruction, because it is the highest degree of mind-forming and thought-developing study; and it is introduced into every class. It is an avenue of culture, closed to so-called non-sectarian institutions on account of the obstinacy with which our countrymen persist in divorcing religion from education, thus depriving themselves of one of the surest guarantees of the perpetuation of popular government. At least an hour and a half a week are given to the formal presentation of religious truth during seven years. Should this not count for something with all who do not regard religion as merely an amiable weakness, unworthy of strong and virile minds? An energizing force which recreated the pagan world, should not be classed as a concession to exploded theories, a worn-out remnant of effete superstitions, a legacy from the world of unrealities.

Few of our secular readers have any conception of the depth, breadth, scope and excellence of the evidences of religion as taught in Catholic Colleges. Still less do they understand the meaning of Catholic philosophy; what a field it embraces, how thoroughly it gets at the root of character and mind development.

Creighton University, by giving a good classical education, prepares its beneficiary to cope with the difficulties of life and com-



pete successfully in the struggle. This will be seen from a consideration of the field covered by the curriculum. Besides a thorough course of religious instruction, and a knowledge of rational philosophy, it opens up the treasures of ancient and modern literature and languages, and establishes a familiarity with the best authors in Latin, Greek and English. It gives a working knowledge of the natural sciences; of physics and chemistry; a fair acquaintance with surveying, astronomy, a systematic training in mathematics. It teaches ancient and modern history, the various kinds of composition, elocution and oratory; it cultivates a graceful delivery, trains youth to debate and discuss live questions, forms the taste, enables the student to think, write and speak correctly and elegantly. It promotes an acquaintance with sociology, political science and economic laws. It finds place for the rules of harmony, it unfolds the constitution of the United States and the principles underlying a popular form of government. All this it does for its graduates; and it bestows proportionate favors upon those who fail to complete their course. These certainly are neither superfluous nor useless accomplishments, even for business careers.

Objection is sometimes made that our course of studies is shorter than that of many non-Catholic institutions. But it must be borne in mind that some of the foremost educators are moving back to our position and agitating for a lessening of the time given to undergraduate work. However, Creighton University has forty weeks during the scholastic year instead of thirty-six, besides a larger number of class hours, and we feel confident that in few colleges, is there such serious study done. Hence we can cover the same ground in a shorter term of years.

In accordance with the spirit of the times which, in a mad rush for original research and discovery, shows no respect for either tradition or authority, empiricism seems to be considered quite as proper to the educational field, as to the scientific work-shop. The treasured wisdom gathered from long and costly experience is readily cast aside and nothing appears worth consideration unless it be new. Few are content to be mere educators working along the safe line of established knowledge; every elementary teacher, no matter how imperfect his mental endowments must be a reformer, an inventor, a discoverer. Hence, flourish those never-ending



and ever-varying fads, the bane of contemporary teachers. Catholic Schools have fortunately escaped this infection. When will educational leaders learn that it is better to be right than to be original; better to propose something safe than something startling, better to base a system on sound philosophy even if others have done the same before, than to leave the beaten track in search of untried and perhaps dangerous novelties? There are established principles and practices that must always have place in education because they are based on the nature of the human mind and the perennial needs of man, because they respond to aspirations as deep-seated as human nature itself. Customs and habits and men may change, but human nature, never; and therefore, the essential landmarks in mind development, must remain immovable.

When Creighton University first opened its doors, Omaha was hardly ready to welcome a classical institution of learning. Primary education had not reached such a point of excellence as to furnish youths properly prepared for higher studies, but the taste and desire for classical attainments, marched ahead of the growth in population and in a few years saw an improvement almost magical. Tuition in the classical department being free, it was not necessary to advertise for students; they came of their own accord, were pleased with what they received and their subsequent success made the name of their alma mater known. Many young men who pay their own way through life, come from the neighboring states, board in private families, and attend the College classes. These form a noble contingent of earnest, brainy, studious, upright, ambitious, self-reliant youths who will yet carve their names in the history of the West. All the students apply themselves to the classics; all to the mathematics and the sciences; all study the other requisites of a liberal education; all are expected and required to labor with assiduity at the allotted tasks.

These few pages give an idea of the line along which Creighton University has been developed during the twenty-five years of its existence; and they enable the thoughtful and discriminating to judge whether it has failed to meet the wants of a living age. Unwillingness to adopt extreme views with regard to electives, specialties, novelties and fads, might more properly be urged as a proof that the Science of Education has been studied to some purpose.

As the grading of the classes is mainly based on the attainments in Latin and Greek, it happens not infrequently that students coming from other institutions of learning, find themselves unqualified for classes for which they possess the requisite training in English and in mathematics. To meet the inconvenience to which such applicants would be subjected, were the general rule applied to them, special classes in both Latin and Greek are formed, in which particular attention is paid to the branches in which the students are deficient. When sufficiently prepared, these special students are introduced into one of the regular classes.

There are instances, however, in which even this system of special classes will not answer the peculiar qualifications of individual students. To such as these, the Faculty always takes special pleasure in offering private assistance. More especially so, when, on account of lack of opportunity in early life, such students find themselves older than the average student before being able to take up a classical course. Many such have come to Creighton University from neighboring states, encouraged by the cordial and helpful spirit which they knew awaited them; and after acquiring an education, they have admitted that they would have hesitated to undertake the task if it had not been for the encouragement and support so generously and freely extended to them.

It is sometimes taken for granted that the smaller colleges are small not only in the number of students, but also in the character of the education they give. That they furnish an inferior article; that they fail to do what they claim to do; that a lack of means is the main cause of their assumed failure. This view confounds education, which is essentially a personal development, with the worship of magnitude and the veneration of the colossal. It suggests also that the superiority of the larger institutions comes from the possession of unlimited means, larger buildings, better professors, more efficient teachers, a larger number of students and from teaching a greater number of branches. But the fact of their being large, does not necessarily insure a better education. The institution may be gigantic like a modern department store; but that does not prove that any one department gives a better choice or selection or more satisfaction than the

smaller establishment, or is superior in any one line to an institution which devotes itself to fewer studies. Education "per se" does not absolutely require a big institution; for many master minds that have led the thought of the world, never had these advantages; and the personal, immediate, and continual contact with a sympathetic teacher of fewer attainments, but devoted to the work of developing minds and the building up of character, will accomplish more than the formal lectures of the most able professor who may not possess the gift of imparting knowledge. There are some institutions not vitally affected by meagre salaries, and the difficulty of retaining talented professors, as, for instance, those taught by the members of religious orders who receive no salaries. It may be questioned whether the professors in large colleges are better teachers or more wrapt up in their work; whether they are uniformly more talented and give their time and talents with such disinterestedness as to achieve better results.

The question of money may play an important part when there is need of elaborate scientific equipment; but all education does not begin and end in the laboratory; much of it is not concerned with the laboratory at all. Why should any note of inferiority attach to small colleges in matters purely intellectual such as literature, classics, history, mathematics, philosophy and other branches which need no apparatus and require only a sound mind in a sound body, a fair amount of talent, due application and a heart for the work? A college which professes to give a general education such as will fit its recipient for taking up professional or technical studies, is not to be judged by the same standard as universities which aim at specialization, private research and original investigation. It does not need the same extensive equipment for the particular work it maps out for itself; it may be mistaken in judging specialties to be out of place for those who have not yet completed an elementary education, but it deceives no one, if it does what it undertakes to do.

On account of the important place that many of the so-called large universities fill in the public eye, we are liable to forget that many of them are merely private institutions. Just like most of the small colleges which come in for severe criticism, Chicago University, Stanford University and a score of others, are entitled to no more rights and privileges, than the smallest parochial school

in the most remote district of our Commonwealth. It is only by sufferance that large private institutions are allowed to have so great a voice in the shaping of legislation affecting education, and in furthering interests which are sometimes at variance with those of the common people, to whom freedom of education is dearer than the prestige of any university.

Those who are accustomed to measure progress and knowledge by "courses" and "units" and "hours" are inclined to regard our system somewhat disdainfully. It must, indeed, be admitted that we do not always "put the best foot forward," that we fail to put down in our catalogue eulogistic descriptions of courses, "more honored in the breach than the observance." These people do not understand the names we give to our classes, and they will not take the trouble to find out what we teach. Because they see no electives on the list, they conclude that we teach nothing but translation; and they let it go at that. So we are often constrained to cry out "*Barbarus hic ego sum, quia non intelligor illis.*" What the relative merits and advantages of both systems may be and how things really stand, can be seen in two pamphlets by Rev. T. Brosnahan, dealing with Boston College versus Harvard. Father Thomas Campbell, in an address at Fordham College, has pointed out the real reasons why Catholics gravitate toward non-Catholic Colleges, and they have to do with the social advantages rather than scholarship. Incidentally, he expresses the true idea of the Catholic school and tells why it exists and in what respect it is superior.



## Admission.

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Every applicant for admission who is not personally acquainted with some member of the Faculty must submit proper testimonials of a good moral character. If he comes from another college, he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the first day of the college year.

The Faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and only upon a thorough additional examination in all the work done by the class up to the time when the candidate wishes to enter.

### REQUIREMENTS FOR ADMISSION TO THE ACADEMIC OR PREPARATORY DEPARTMENT.

In general, it may be stated that the more perfectly a prospective student has mastered the elementary branches of the common schools, the more profitably will he pursue the study of Latin, which is taken up at the very start. A knowledge of English Grammar is indispensable and experience shows that proficiency in other branches is desirable, in order that the pupil may be more at liberty to devote his time to studies of greater consequence.

If the grading of the diverse schools from which students wish to enter were absolutely uniform, it would suffice to state that entrance is possible to anyone who has finished some certain grade. But since such is not the case, and since uniformity of qualifications must as far as possible exist in our classes, an examination is usually exacted of all applicants and a percentage of 66 must be secured in the necessary branches.

In English—A thorough acquaintance with Orthography and Etymology—that is, a ready and sure knowledge of the parts of speech, of declensions and conjugations and of the analysis of simple sentences.

In Spelling—Words current in ordinary polite conversation, together with definitions of the same.

In Composition—Practice in simple narrative and description—exercises to be submitted.

In Arithmetic—Thorough acquaintance with Compound or Denominate Numbers and Fractions, both Common and Decimal. Quick and accurate solution of examples in these sections of Arithmetic can alone form a sufficient guarantee of a profitable review of subsequent portions.

In Geography—The main geographical and political divisions of the Continents. The location and description of thirty of the chief cities of the world. More in particular, the mountains, lakes and rivers, the states and capitals and chief cities of the United States.



Courses of Studies  
in the  
High School or Academic  
Department.

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The Creighton College,  
Omaha, Nebraska.

## General Statement.

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The High School course at Creighton embraces four years. The classes are called Humanities, First Academic, Second Academic, and Third Academic, corresponding more or less to the Senior, Junior, Sophomore and Freshman classes of the ordinary high school. This course has more weeks in the year and more class hours in the week than the public high school, and, therefore, it covers a larger field and takes in more branches. Accordingly a student who has successfully finished the seventh grade, is usually fit for the Freshman or Third Academic Class.

It is necessary to reach down to the seventh grade, because the pupils coming from many different primary schools are unequally prepared for high school work.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

The program of studies here given is based on the Grammar Method. A ready knowledge of English Etymology and some acquaintance with Syntax are required at entrance as a foundation for the study of Latin. Etymology forms the chief study in Latin during the first year. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with Latin forms. The synthetic method gives way to the analytic when an author is taken up to insure the knowledge already gained. Habits of close observation, of persevering study, of precise statement and of logical method are inculcated. Thus the pupil becomes conscious of the progress made and acquires confidence

in himself. A review of the English Grammar runs parallel with the study in Latin. This affords an opportunity for illustration and comparison, and the study of English is rendered intelligible and interesting.

During the second year, the case constructions of Latin are studied by precepts and practice. In English, diligent comparison with Latin constructions, makes possible an intelligent discussion of English syntax. During the third year the study of Latin syntax is pursued and completed, at least, in the outline. The fourth year is devoted to a formal and systematic review of the entire field of grammar. The study of Latin and of Greek here go hand in hand; idiom is balanced against idiom; the historic influence of Greek thought and of Greek expression upon the Latin language is traced and defined.

The relation and co-ordination of parts studied separately are now examined that symmetry and unity may characterize the science of language acquired. Without this broad and deep insight derived from the final review, the preparation for the specific study of literature would be incomplete.

Gradual and harmonious development on a systematic basis is also the aim in the selection and gradation of the other studies in this department. It is desired to secure for the student at all times a deep appreciation and a firm grasp of the subject matter in hand, thus to provide a solid foundation for future scholarship.

## The High School Course.

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### LATIN.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar (First Term) Syntax reviewed with all notes.—Prosody begun.

(Second term.) Prosody continued, Comparative Grammar.

(b) Composition: Two written Exercises every week in imitation of Authors.

(c) Authors: (First term) Cæsar Bk. III. and IV. or V. and VI.

(Second term) Cicero, *De Amicitia*.—Pro Marcello.—Virgil.—Eclogues I and IV.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term.) Syntax for moods and tenses to the end, excluding more difficult notes.

(Second term,) Syntax of first term repeated, with notes and exceptions.

(b) Composition. Daily Drill on rules seen in the Grammar.—Written exercises based on Cæsar and Cicero, three times a week. Oral review once a week.

(c) Authors. (First term) Cæsar, Bk. I. and II.

(Second term.) Cicero's Selected Letters; Cæsar, selections, or Nepos with a special study of difference of idioms in Latin and English.

(d) Memory Lesson. 250 lines of Author each term.

COURSE III. (Second Academic Class) Five hours a week, one year.

(a) Grammar. (First term,) Review of Etymology with all irregularities.—Syntax of all case construction, without notes and exceptions.

(Second term.) Thorough study of case constructions.

(b) Composition. Daily Drill on Rules studied. Longer written exercises twice a week in imitation of Author.—Oral Review once a week

(c) Authors. *Historia Sacra*; Reading Lessons from the Grammar; Phædrus.

(d) Memory lesson. 200 lines of Author each term.

COURSE IV. (Third Academic Class) Seven hours a week, one year.

(a) Grammar. (First term) Regular declensions and conjugations.—Rules of Concord.

(Second term) Review of declensions and conjugations, with exceptions and irregularities.—Review of declensions and conjugations, with exceptions and irregularities of nouns, pronouns, adjectives and verbs.—Elementary rules of Syntax.—Written exercises in imitation of Author three times a week.

(c) Authors: Extracts from Grammar, *Historia Sacra*.

(d) Memory Lesson: 150 Lines each term.

COURSE V. (Special Class) Ten hours a week, one-half year. Five hours a week, one-half year.

(a) Grammar. (First term,) Declensions and Conjugations, regular and irregular.—Elementary Rules of Syntax.

(Second term.) Syntax of Case Constructions with all exceptions.

(b) Composition. Daily Drill on precepts, and longer written exercises three or four times a week. (Bennet's Latin Lessons, first term.)

(c) Authors: Extracts from Grammar.—Reading lessons in Bennett.

(d) Memory Lesson; 200 lines of Author.

## GREEK.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar. (First term) Etymology and Syntax reviewed with all notes and exceptions.—Greek word building.

(Second term) Comparative Grammar.



(b) Composition. Written exercises on Syntax in imitation of Authors.

(c) Authors. (First term) Palaephatus; Xenophon's Anabasis.

(Second term) Anabasis Bk. V.—St. John Chrysostom on Eutropius.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term) Review of Etymology, with exceptions and irregularities.—Syntax of case constructions.

(Second term) Syntax of Moods and Tenses, without exceptions.

(b) Composition. Daily drill on Precepts.—Written exercises based on Author.

(c) Authors. (First Term) Reading lessons in the Grammar.

(Second term) Xenophon, Anabasis, Bk. I.

COURSE III. (Second Academic Class) Five hours a week one-half year.

(a) Grammar. Regular declensions.—Conjugations of regular verbs.—Formation of tenses of mute and liquid verbs.

(b) Composition. Daily drill in writing Greek in application of precepts.—Translation of simple sentences, in writing, two or three times a week.

(c) Authors. Reading lessons in the Grammar.

COURSE IV. (Special Class) Eight hours a week, four months.

(a) Grammar. Declensions and Conjugations, regular and irregular.—Syntax of Case Constructions.

(b) Composition. Daily drill on precepts, written exercises based on author, four or five times a week.

(c) Author. Reading lessons in the grammar.

## ENGLISH.

COURSE I. (Humanities Class ) Three hours a week, one year.

(a) (First Term ) Precepts, Style, Qualities, Varieties.—Wit and Humor.

(Second Term ) Species of Prose Composition, Narration, Description, Dialogues, Versification.—Coppens, S. J. Bks. IV and V.

For reference : Genung, Hill, Hart, Scott, Denny.

(b) Composition : Once a week a written paper in illustration of the Precepts and Models studied in class. Daily exercises in literal or elegant translation of Latin or Greek Author.—Practice in Versification.

(c) Authors. (First Term ) Selections from Irving, Addison, Prescott, Macaulay, DeQuincey.

(Second Term ) Scott's "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Way-side Inn."—Aytoun's and Macaulay's Ballads and Lays. Selections from Catholic Poets.

COURSE II. (First Academic Class ) Five hours a week, one year.

(a) Precepts. (First Term ) The Choice and Use of Words.—Purity.—Propriety.—Precision.—Sentence Structure.

(Second Term ) Paragraph building.—Figures of Speech.—Letter Writing.

(b) Practice. Daily exercises on precepts and Models.—A composition once a week as home work, according to a plan suggested and discussed in class.

(c) Authors. Selections from Irving, and from standard novelists.—Knight's "Half-hours with the Best Letter-writers." Gray's Elegy.

COURSE III. (Second Academic Class ) Five hours a week, one year.

(a) Precepts. (First Term ) English Syntax.—Discussion of the proper and improper use of the parts of speech.

(Second Term ) Analysis of complex sentences in prose and verse. Logical analysis of paragraphs.

(b) Practice. Daily drill in correction of false syntax or in analysis of sentences.—Two compositions each week as home work.

(c) Authors. Brown's "Rab and His Friends;" Goldsmith's "Deserted Village," Hawthorne's "Twice-Told Tales," "Irving's Sketch Book," Poe's "Gold Bug" and "Purloined Letter," etc.

(d) Memory work. Selections from Goldsmith and Longfellow.

COURSE IV. (Third Academic Class ) Five hours a week, one year.

(a) Precepts. Etymology.—Analysis of Sentences.—Sentence building.

(b) Practice. Daily Drill on Precepts.—Two compositions a week as home work.

(c) Authors. (First Term ) Ruskin's "King of the Golden River," "Dickens Christmas Stories."

(Second Term ) Hawthorne's "Tanglewood Tales."—Choice selections from various sources.

(d) Daily practice in reading and orthography.

## PUBLIC SPEAKING AND DEBATING.

COURSE I. Two hours once a week, nine months, besides special help given to individuals by the professor.

The object of this course is essentially the same as that of the corresponding course in the collegiate department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department, is, however, of necessity, more specific and restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant

aim of the student at this stage of his progress. The exercises adopted with the view to such proficiency of themselves afford ample opportunity for higher development.

Exercises :

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

7. The theory and practice of Parliamentary Law in the regular weekly sessions and in the extraordinary meetings called for the express purpose of making a study of this subject.

## CHRISTIAN DOCTRINE.

COURSE I. (Humanities Class ) One hour a week, one year.

Review of matter treated in Courses II, III, IV.—Lecture and Discussion.

Practical Instructions on the Counsels, the Religious State, Religious Orders. Repetition and the development of the Instructions on Devotion given the preceding year; fuller explanation of Indulgences, Kinds, Conditions, etc.

COURSE II. (First Academic Class ) One hour a week, one year.

On Faith, its object, necessity, qualities.—The Apostles' Creed.

COURSE III. (Second Academic Class ) One hour a week, one year.

On the Commandments of God.—The Precepts of the Church, Sin and Virtue.

COURSE IV. (Third Academic Class ) One hour a week, one year.

On Grace.—The sacraments and sacramentals.

## HISTORY.

COURSE I. (Humanities Class ) Two periods a week, one year—besides periods devoted to Historical Essays.

(a) Origin of the Human Race.—The Scripture Account and Evolution.—The Ancient Monarchies of the East.—Rise and Progress of Idolatry.—The Mission of the Hebrews.

(b) The Grecian States.—Settlement and Early History.—Sparta and Lycurgus.—Athens and Solon.—The Persian Invasion of Greece.—The Age of Pericles.—The Retreat of the Ten Thousand.—The Theban War.—Philip of Macedon.—Alexander the Great and his Campaigns.

(c) Rome and the Romans.—Romulus and the Monarchy.—The Roman Republic; its foundation and constitution.—The Agrarian Law.—The Laws of the Twelve Tables.—The Subjugation of Latium.—The Wars with the Samnites and with Pyrrhus.

COURSE II. (First Academic Class ) Two hours a week, one year.

Modern history from the beginning of the twelfth century to the end of the nineteenth.

(a) Origin and Causes of the Crusades.—The Kingdom of Jerusalem.—Frederick Barbarossa.—Richard Coeur-de-Leon, Saladin, Louis IX of France.—Results of the Crusades.—Wars between France and England.—The Fall of Constantinople.



(b) Overthrow of the Moors in Spain.—The Reign of Ferdinand and Isabella.

The Discovery of America.—The Conquest of Mexico and of Peru.—Luther and the Reformation.—Charles V and Philip II.—England under the Tudors and the Stuarts.—The Commonwealth and Oliver Cromwell.

(c) France under Louis XIV.—The Rise of Prussia.—Frederick II.—The French Revolution.—Napoleon Bonaparte.—Revolutions in Various European States.—Victor Emanuel, King of Italy.—The Franco-Prussian War.—The New German Empire and the Republic of France.

Fredet's Modern History. References: Guggenberger, Sanderson.—Hardiman, Fisher, Sheldon.

COURSE III. (Second Academic Class) Two hours a week one year.

The Period from the Foundation of the Roman Empire to the Migration of Nations.

(a) Rise of the Roman Empire, its rulers, condition of the people.—Christianity and its Influence on Society.—Struggles of the Infant Church.—The Empire at its Height.—The attempt to crush out Christianity.—Failure and decay.—The triumph of the Church.—Constantine and the Eastern Empire.

(b) Ancient German Tribes.—Their Invasions of the Roman Provinces.—The Huns.—The Vandals.—The Visigoths and Ostrogoths.—The Franks and the Lombards.—Rise of Mohammedanism.—The Papal States.—Pepin and Charlemagne.—The Normans and their Conquests.—The Greek Empire.—The Greek Schism.—Feudalism.

References: Guggenberger, S. J. Mommsen, Fisher, Grote, Parsons, Ozanam, Green.

COURSE IV. (Third Academic Class) Two hours a week, one-half year.

A careful review of the history of the United States.

## GEOGRAPHY.

COURSE I. (First Academic Class) One hour a week, one year.

Physical Geography.

COURSE II. (Second Academic Class) One hour a week, one year.

Review of Geography in connection with History.

COURSE III. (Third Academic Class) Two hours a week, one-half year.

(a) A rapid review of Geography for the two-fold purpose of ascertaining the proficiency in this branch, of the first year students, and, (b) of training them to uniformity in the intelligent use of the atlas and in the drawing of outline maps in connection with the study of history.

## MATHEMATICS.

COURSE I. (Humanities Class) Four hours a week, one year.

(First Term) Plane Geometry, Books I, II, III.

(Second Term) Plane and Solid Geometry, Books IV, V, VI, VII.

COURSE II. (First Academic Class.) Four hours a week, one year.

Algebra. (First Term) Through Least Common Multiple.

(Second Term) Through Quadratic Equations.

COURSE III. (Second Academic Class) Four hours a week, one year.

Arithmetic. (First Term) Application of percentage reviewed.—Promiscuous examples.

(Second Term) Ratio and Proportion, Mensuration, Series.—Advanced Test Examples.

COURSE IV. (Third Academic Class) Five hours a week, one year.

Arithmetic. (First Term) Review of Common and Decimal Fractions.—Drill in the use of the Metric System.

(Second Term) Percentage and its applications.

## ELOCUTION.

COURSE I. (Humanities Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Power, Stress, Melody, Pitch, Tone, Slides and Waves.

Gesture Drill.—More difficult positions.—Complex gestures. Calisthenic exercises.—Concert drill.

Rendition of Metrical Compositions.—Expression of the passions.

COURSE II. (First Academic Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Inflection of words and sentences.—Pauses and Cadences.—Qualities of voice.

Gesture Drill.—Combinations of simpler gestures and movements.—Calisthenic exercises.—Concert drill.

COURSE III. (Second Academic Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding year.—Breathing exercises. — Articulation. — Pronunciation. — Concert drill.—Gesture drill.—Position and movement.—Varieties of Simple Gestures.—Calisthenic exercises.—Concert drill.

COURSE IV. (Third Academic Class ) One hour a week, one year.

Vocal Culture.—Breathing exercises.—Articulation.—Pronunciation of Vowels and Consonants.—Concert drill.

Gesture Drill.—Positions in reading and declamation.—Simple gestures.—Calisthenic exercises.—Concert drill.

## MODERN LANGUAGES.

COURSE I. German. Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors. Classic selections at the option of the professor.

COURSE II. German. Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors. Extracts from Grammar.

COURSE III. French. Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Practice. Oral and written translation.

(c) Authors. Selections at the option of the professor.

COURSE IV. French. Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Author. Extracts from Grammar.

## BUSINESS COURSES.

COURSE I. Bookkeeping. Three hours a week, one year.

Double entry.—Day Book.—Journal.—Ledger.—Cash Book.—Sales Book.—Trial Balance.—Balance Sheet.—Checks.—Notes.—Drafts.—Receipts, etc.

COURSE II. Business Writing, Advanced Course. Two half hours a week, one year.

Review of the work of the preceding year.—The Palmer Method completed.

COURSE III. Business writing. Three half hours a week, one year.

Introduction to rapid and easy writing, according to the Palmer Method.

## VOCAL MUSIC.

One-half hour a week and one hour's joint practice after class hours.

AIM. Since both the theoretical and practical knowledge of musical notation and tone production are regarded as integral parts of a general and liberal education, it is the aim of the instructor in vocal music to impart a general, rather than a specific training in this art. In many of the primary schools the foundation of this knowledge is already laid; but it is deemed desirable to insure the possession of that knowledge and to enhance it, while the student is engaged in academic studies.

COURSES. The courses are arranged as far as can be done conveniently with the needs of the pupils, in regular gradation according to the judgment of the instructor, in such a manner, however, that at least one-half hour a week is devoted to each of the different grades.

Besides this regular course, one hour's practice a week is usually afforded to select groups of pupils showing any marked aptitude for vocal music.

## WEEKLY TIME SCHEDULE.

### HUMANITIES CLASS.

	COURSE.	HOURS.
Latin	I.	5
Greek	I.	5
English	I.	3
History	I.	2
Mathematics	I.	4
Christian Doctrine	I.	1
Elocution		1
Bookkeeping		3
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WEEKLY TIME SCHEDULE.—Continued.

**FIRST ACADEMIC CLASS.**

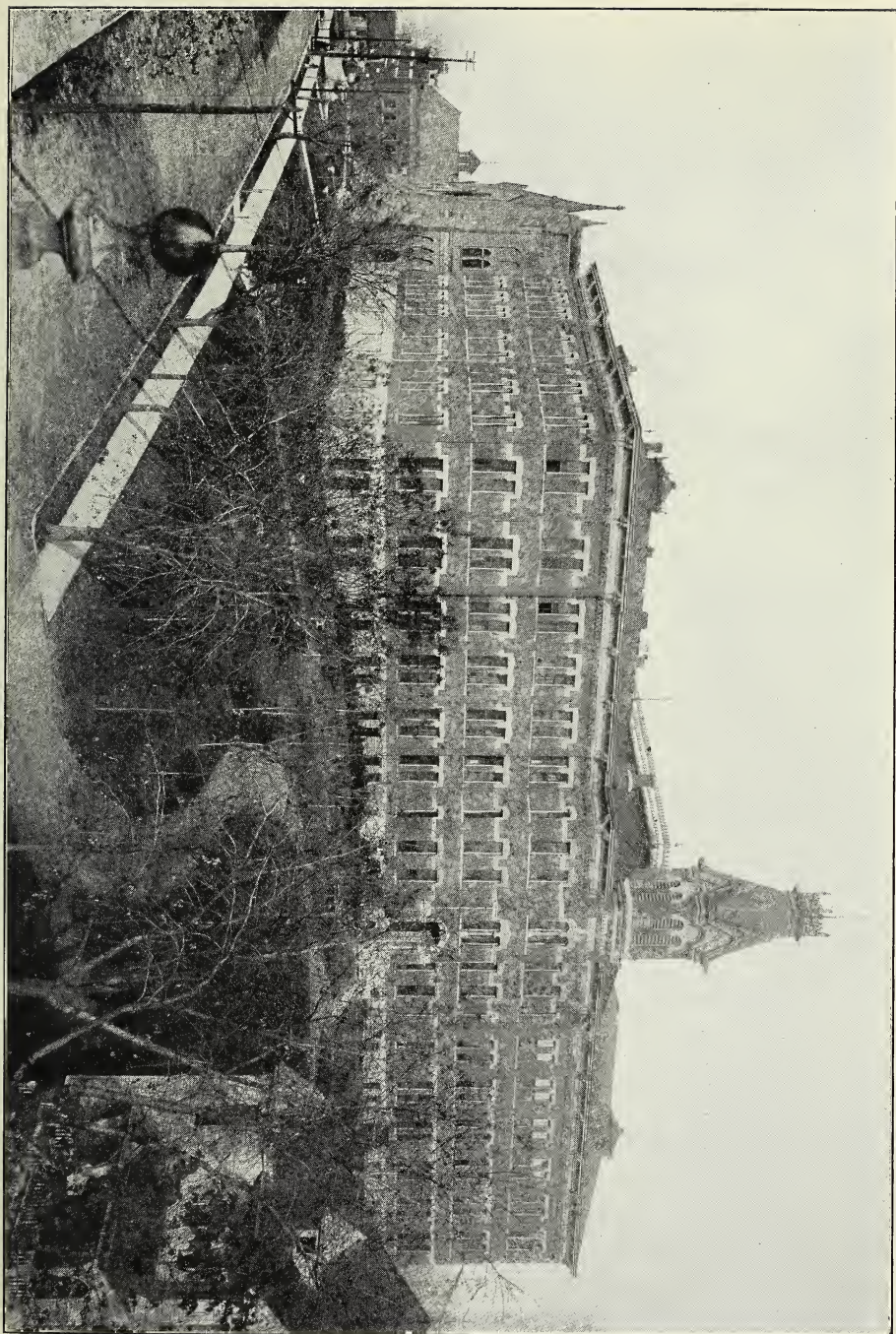
	COURSE.	HOURS.
Latin	II.	5
Greek	II.	5
English	II.	5
History	II.	2
Mathematics	II.	4
Christian Doctrine	II.	1
Elocution		1
Physical Geography		1
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**SECOND ACADEMIC CLASS.**

	COURSE.	HOURS.
Latin	III.	5
Greek	III.	5
English	III.	5
History	III.	2
Mathematics	III.	4
Christian Doctrine	III.	1
Elocution		1
Geography	IV.	1
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**THIRD ACADEMIC CLASS.**

	COURSE.	HOURS.
Latin	IV.	7
English	IV.	7
History	VI.	2
Mathematics	IV.	5
Christian Doctrine	IV.	1
Elocution		1
Geography	V.	1
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CORRIGTON UNIVERSITY



Course of Studies  
in the  
Department of Liberal Arts.

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The Creighton College,  
Omaha, Nebraska.

## The College Course.

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The College course and the High School course, taken together, embrace seven years at Creighton. The College course is one of three years. The classes are called, Philosophy, Rhetoric and Poetry. The lowest, or Freshman, is called Poetry Class, because Poetry, in its best models, ancient and modern, forms the chief subject of study. Sophomore is called Rhetoric class, because the study of Rhetoric or Oratory is the main object of this class. The Senior year is called Philosophy, because Philosophy is there studied almost exclusively.

The course at Creighton has a greater number of weeks in the year, and a greater number of class hours in the week, so that three years' work is about equivalent in time to the four years of other colleges.

The High School course at Creighton embraces four years.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

### PHILOSOPHY.

COURSE I. (Logic)—Five hours a week for half a year.

(a) Minor Logic or Dialectics.

The nature of simple apprehensions.—Divisions of ideas.—Judgments and propositions.—Reasoning.—The categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.



(b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

COURSE II. (Mental Philosophy)—Five hours a week for half a year.

(a) General Metaphysics.

The nature of being; its concept and analogy, essence and existence, possible being.—The first principles derived from being.—The attributes of being, unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

(b) Cosmology.

The origin, purpose and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories, ancient and modern.

COURSE III. Five hours, one-half a year.

(a) Psychology.

Life, plant life, animal life, intellectual life.—Cognition, sensitive and intellectual.—Appetite, sensuous and rational.—The human soul, its nature, its origin, its destiny.—Theories of evolution.

(b) Natural Theology.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will and power of God.—Divine Providence.

COURSE IV. (Moral Philosophy)—Five hours, one-half year.

(a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability for moral acts.—Circumstances lessening accountability.—The passions.—Virtues and vices.

Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual rights and duties.

(A) Duties to God : adoration, faith, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity.—(b) Duties regarding the minds and wills of others.—Lying. (c) Duties regarding the lives of others.—Homicide.—Self-defense. (d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wages of laborers.

II. Social Rights and Duties.

Society in general. The family.—Divine institution and necessity, unity and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

III. Civil Society.

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive.—Object of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Intervention.—Concordats.—War and arbitration.

### TEXT-BOOKS:

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppens.

Ethics.—Jouin's *Elementa Philosophiæ Moralis*. For reference, Russo, Hill, Coppens, Poland, Stonyhurst Series. *Liberatore's Political Economy*.

## LATIN.

COURSE I. (Rhetoric Class)—Five hours a week one-half year.

(a) Cicero: Pro Lege Manilia, In Catilinam, I, II, III, IV.  
Horace: Odes, Epodes, Satires (selected).

(b) Latin composition in imitation of author.

(c) Sight translation.

COURSE II. (Rhetoric Class)—Five hours a week one-half year.

(a) Cicero: Pro Marcello, Pro Milone.

Tacitus: Agricola, Germania.

(b) Latin composition in imitation of author.

Original composition in Latin.

(c) Sight translation.

COURSE III. (Poetry. Class)—Five hours a week, one-half year.

(a) Virgil's, Aeneid (Book VI and selected passages from other books.)

Horace's Ars Poetica, Easier Odes; Select Christian Lyrics.

(b) Composition in prose in imitation of Cicero. Off-hand translation into Latin from English text-books and from Homer.  
—Practice in verse-writing.

COURSE IV. (Poetry Class)—Five hours, one-half year.

(a) Virgil's, Aeneid, Books I and II.

Cicero: Pro Archia.

(b) Latin composition in keeping with Arnold's Practice, Parts II and III.

## GREEK.

COURSE I. (Rhetoric Class)—Five hours, one-half year.

(a) Demosthenes Philippics or Olynthiacs. St. Chrysostom, Eutropius. Sophocles.—Oedipus Tyrannus or Antigone Aeschylus.—Prometheus Bound.

(b) Composition, Imitation of Authors.

COURSE II. (Rhetoric Class)—Five hours, one-half year.

(a) Author.—Demosthenes, *Philippics* or *Olynthiacs*.

(b) Composition.—Imitation of Author.

COURSE III. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's *Iliad*, Bk. VI.—Selected Odes, from *Græca Minora*.

(b) Composition.—Translation of Homer into Attic Greek.  
—Theme work.

COURSE IV. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's *Iliad*, Bk. I, Selections from Bks. II and V.—Selected Odes.

(b) Composition.—Themes.

N. B.—In courses III and IV, a close metrical and literary analysis of the author is aimed at.—Homeric peculiarities are examined and discussed, and the Greek Epic Cycle is historically considered, as well as Homer's influence on literature.

References: Gladstone's *Works on Homer*; Lawson's *Successors of Homer*; Mahaffy, Grote, Felton.

## ENGLISH.

COURSE I. (Philosophy Class)—Two hours a week, one year.

(a) Philosophy of Literature.—Canons of Criticism.—Study of classical authors, particularly writers on philosophical topics.—Discussion of course of argumentation.

(b) Practice.—Written papers on philosophical subjects.—Oral and written criticisms of papers presented in class.

COURSE II. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts.—The different species of oratory: deliberative, forensic, demonstrative and sacred.

(b) Authors: Historical and critical study of the master orators, ancient and modern.

(c) Practice: A written paper on topics assigned.—Criticisms of speeches or essays presented in class.—Analysis of ora-

tions and outlines of speeches to be delivered. References: Quintilian, Kleutgen, Blair, Bardeen, Genung, Hill, etc.

COURSE III. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts: (Oratorical composition) Qualifications of the Orator, Oratorical topics.—Order of arguments.—The parts of an oration (Coppens, S. J.)

(b) Authors: The best specimens of British and American orators read, analyzed and discussed.

(c) Practice: A written paper each week in imitation of models, or in illustration of precepts.

COURSE IV. (Poetry Class)—Three hours a week, one-half year.—Fiction.—Essays.—Poetry.

Theory: Ground principles of literary æsthetics. (a) Beauty. 1st. What things are beautiful? 2nd. What are the qualities or elements constituting beauty. (a) Physical (b) Moral and spiritual sublimity.

(b) Criticism. Taste, imagination, sentiment. For reference: Jungmann, Taparelli, Addison, Burke, Alison, Upton, etc.

(2) Fiction, Romance, Novels, and their different classes, objective, subjective, real, ideal. Origin, development, volume, worth and uses of English prose fiction.—The Metrical Romances, Mallory, Sidney, Lyly, Lodge, Fielding, Smollet, Richardson, Goldsmith, Edgeworth, Scott, Dickens, Thackeray, Lytton, George Eliot, Stevenson, Howells, Crawford, etc.

For reference: Tuckerman, Cross, Crawford, Howells, Brandner Matthews on the Historical novel; Arlo Bates' Aspects of Fiction.

(3) Poetry. Nature, province, divisions, qualities required in the poet.

For reference: Art of Poetry in the Britannica. Stedman's Nature of Poetry, and his Victorian and American Poets.—Sydney's "Defense of Poesy."—Shelley's "Defense of Poetry."—Leigh Hunt's "What is Poetry?"—Aristotle's Poetics.

Narrative Poetry. (1) The Epic, (2) The Metrical Ro-



mance, (3) The Metrical Tale, (4) The Ballad, (5) The Descriptive Poem, including Pastoral and Idyllic (6) The Allegory, (7) The Mock Heroic. Each kind studied in its nature, origin, history, present condition, etc.

Chosen specimens for class or private reading are examined according to the following method: (1) Mastery of the Subject, (2) Metre, Rhyme, Stanza, Structure (3) Classification (4) Purpose, (5) Plot, (6) Characters, (7) Setting, (8) Contrast, (9) Style, (10) Characteristics of Author, (11) Memory passages, (12) Life of Author, (13) Critical Opinion, (14) Comparative Study, (15) Collateral Reading.

For Reference: Lanier's *Science of English Verse*. Heydrick's "How to Study Literature," Gummere's *Handbook of Poetics*.

COURSE V. (Poetry Class)—Three hours a week, one-half year.

I. (a) Lyric Poetry and Nature. How distinguished from other kinds of Poetry, Varieties (a), (1) Simple (2) Emotional, Enthusiastic, (3) Reflective. (b) (1) Sacred, (2) Patriotic, (3) Love Lyrics, (4) Lyrics of Nature, (5) Lyrics of Grief, (6) Reflective, (7) Convivial, (8) Lyrical Ballad, (9) Miscellaneous.

(b) Classical specimens of each kind studied and explained in class-room in the following or some kindred order: Reading the Poem, Classification, Central Theme, Mood, Movement, Sound Structure, Style, Characteristics of Author, Memory Passages, Life of Author, Critical Opinion, Comparative Study, Collateral Reading.

(c) Origin and Growth of Lyric Poetry. Its great masters. Present Condition.

For Reference Gummere, Heydrick, etc.

II. Dramatic Poetry: (1) Tragedy, Comedy, The Reconciling Drama. Nature and characteristic of each. Difference between the Drama and other species of Poetry. Laws regulating Dramatic Composition.

(2) For class study and analysis, *The Merchant of Venice*, *The Tempest*, *Hamlet*, *Macbeth*, *Richard III*.

(3) Origin and History of the Drama; Shakespeare's place among dramatists.

For reference, Blair, Moulton, Schlegel. Cyclopaedia Britannica on Dramatic Poetry.

Essays: (1) Nature, Structure, Kinds, personal, narrative, critical, reflective.

(2) Models of each species used for reading and class analysis.

(3) Origin, history and value of the Essay in English Literature.

Practical original composition of novelettes, poems and essays, at least one composition a week.

## PRACTICAL ORATORY AND DEBATING.

COURSE I. Two hours once a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## EVIDENCES OF RELIGION.

COURSE I. (Philosophy Class) One hour a week, one year.

Apologetics. Christianity a Revealed Religion, Revelation in General.—Pre-Christian Revelation.—The Christian Revelation.—Institution of the Church.—The End of the Church.—The Constitution of the Church.—Marks of the Church.—The Teaching Office of the Church.—Sources of the Church's Teaching.—The Rule of Faith.

COURSE II. (Rhetoric Class) One hour a week—one year. Christian Dogma. The Existence of God. The Nature of God.—The Attributes of God.—The Unity of God.—God in Three Persons.—God the Creator.—The Various Grades of Creation.—God the Redeemer of Fallen Man.—Grace actual and habitual.—The Sacraments as Means of Grace. The Sacraments in Particular.—The Church as a Means of Salvation.—The Last Things.

COURSE III. (Poetry Class) One hour a week, one year. Christian Moral. The Basis of Morality.—Law and Con-

science.—Conditions of Morality.—Moral Good and Moral Evil.—The Christian's Duties towards God, towards Himself and towards his Neighbor.—Christian Perfection.

## HISTORY.

COURSE I. (Rhetoric Class)—One period a week, one year. Nature and general laws of History.—Sources of Historical knowledge.—Qualities required in the historian.—General reliability of history.—Special sources of error.

(a) False Statements. References.—Herodotus, Diodorus Siculus, Rollin, Rawlinson, Lenormant and Chevalier, Froude.

(b) Suppression of Facts. References.—Spalding's Miscellanea, Gibbon's Decline and Fall of the Roman Empire, Prescott's Conquest of Mexico.

(c) Partiality. References.—Livy, Irving.

(d) Prejudice.

(e) False theories. References.—Hume, Mitford, Herder, Kant, Hegel, Guizot, Cousin, Michelet, Bancroft, Carlyle, Macaulay, Mitchel, Lingard.—Schools of History, Fatalistic, Descriptive, Judicial.—References.—Bossuet, Alzog, Darras, etc.—Philosophy of History.—References.—Voltaire, Montesquieu, Buckle, Guizot, Balmes.

COURSE II. (Poetry Class)—One hour a week, one year.—Ancient History from the first Punic War to the beginning of the Christian Era.—The first and second Punic Wars.—Antiochus the Great.—The Maccabees.—The third Punic War.—End of Grecian independence.—The Romans in Spain.—War with Jugurtha.—The Civil Wars in Rome.—Marius and Sulla, Pompey.—Cicero and Cataline.—Julius Cæsar.—His Conquest of Gaul and his victory over Pompey.—Cæsar's death.—Octavius and Antony.—The Battle of Actium.—The Empire of Rome.

## MATHEMATICS.

COURSE I. (Philosophy Class) Two hours a week, one half year.—Differential and Integral Calculus.—Differentiation.—Maclaurin's and Taylor's Theorems.—Maxima and Minima evolutes and envelopes.—Tracing of curves.—Integration, Rectification, Quadrature, Cubature, Applications to Mechanics.—Surfaces in general.—(Hardy.)

COURSE II. (Rhetoric Class)—Four hours a week, one-half year.—Advanced Algebra.—(Wentworth.)

COURSE III. (Rhetoric Class)—Four hours a week, one-half year.—Analytic geometry.—Conic sections.—(Wentworth.)

COURSE IV. (Poetry Class)—Four hours a week, one-half year.—Spherical geometry and spherical trigonometry.—(Wentworth.)

COURSE V. (Poetry Class)—Four hours a week, one-half year.—Plane trigonometry and surveying.—(Wentworth.)

## SCIENCES.

### *Astronomy.*

COURSE I. (Philosophy Class) Five hours a week, one-half year.

(a) The Doctrine of the Sphere.—The Earth, form, dimensions, rotation, mass and density.—The Moon.—The Sun.—Celestial Mechanics.—Comets and Meteors.—The Stars.

(b) Practice. Use of transit circle and of the equatorial. Use of the Ephemeris.—Calculation of Eclipses.—Use of the spectroscope.

### *Geology.*

COURSE II. (Philosophy Class) Two hours a week, one year.

(a) Dynamical Geology.—Winds, Weathering, Rivers, Glaciers, Lakes, The Ocean, Volcanoes, Earthquakes.



(b) Structural Geology.—Rock-forming Minerals.—Composition and Structure of Rocks.—Physiographic Structure.

(c) Historical Geology,—Archæan and Algonkian, Paleozoic, Mesozoic and Cenozoic Eras.

### *Physics.*

COURSE III. (Rhetoric Class) Three hours a week, one year.

(a) Light: Transmission.—Reflection.—Refraction.—Spectrum Analysis.—Polarization.—Diffraction.—Interference.—Theories of Light.

(b) Magnetism. Induction.—Lines of force.—Magnetic Dip.

(c) Statical Electricity: Induction.—Condensation.—Electrometers.—The Holtz and the Wimshurst Machines.

(d) Dynamical Electricity: Batteries.—Galvanometers.—Measurement.—Generation in a Magnetic Field.—The Dynamo and the Motor.—Transformers.—Direct and Alternating and multiphase currents. Tesla effects.—Crookes Tubes.—Roentgen Rays.

COURSE IV. (Poetry Class) Three hours a week, one year.

(a) Mechanics.—Statics.—Dynamics.

(b) Gravitation and Molecular Attraction.

(c) Liquids.—Specific Gravity.—Surface Tension.

(d) Gases, Properties and Laws.

(e) Sound.—Physical Theory of Music.—Analysis of Vibration.

(f) Heat: General Effects.—Vaporization.—Latent Heat.—Specific Heat.

### *Chemistry.*

COURSE V. (Rhetoric Class) Two hours a week, one year.

(a) General Chemistry.—Positive or Metallic Elements.

(b) Laboratory Practice.

COURSE VI. (Poetry Class) Two hours a week, one year.

(a) General Chemistry.—Negative or Non-Metallic Elements.

(b) Laboratory Practice.

## POLITICAL SCIENCE.

COURSE I. (Rhetoric Class ) One period a week, one-half year.

General Principles of Government :

(a) State Governments.—Constitution.—Their nature, object, establishment.—Departments; legislative, executive, judicial.

(b) The National Government: Origin, nature, growth.—Its Function; the legislative, the judiciary, the executive.

COURSE II. (Rhetoric Class ) One period a week, one-half year.

General Principles of Law :

(a) Municipal Law; civil rights, contracts, real estate, criminal law.

(b) International Law; its nature and authority;—War and Peace Rights and Duties of Belligerents—Rights and Duties of Neutrals.

## ELOCUTION.

COURSE I. (Philosophy Class ) One hour a week, one year.

Mutual criticism of delivery and of interpretation.—Discussion.—Impromptu speaking.

COURSE II. (Rhetoric Class ) One hour a week, one year.

Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of oratory.

COURSE III. (Poetry Class ) One hour a week, one year.

Interpretation and delivery.—Impersonation.—Constant application of theory and of experience acquired.

## TEACHERS' COURSES.

For the accommodation of those students who desire to qualify themselves for Superintendents' Examinations, special courses are arranged in Pedagogy, in Physiology and Hygiene, in Botany and Zoology, and in Analytical Chemistry.

In these special courses the hours of instruction and of laboratory work will depend upon the option of the instructors and the convenience of the students.

## WEEKLY TIME SCHEDULE.

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### PHILOSOPHY CLASS.

	COURSE.	HOURS.
Mental Philosophy	I. and II.	5
Psychology and Ethics	III. and IV.	5
Mathematics	I.	5
Evidences of Religion	I.	1
English	I.	2
Sciences	I. and II.	2
Elocution	I.	1
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### RHETORIC CLASS.

	COURSE.	HOURS.
Latin	I. and II.	5
Greek	I. and II.	5
English	II. and III.	3
Mathematics	II. and III.	4
Political Science and History	I.	1
Science	III. and V.	4
Elocution	II.	1
Evidences of Religion	II.	1
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### POETRY CLASS.

	COURSE.	HOURS.
Latin	III. and IV.	5
Greek	III. and IV.	5
English	IV. and V.	3
Mathematics	IV. and V.	4
History	II.	1
Evidences of Religion	III.	1
Science	IV. and VI.	4
Elocution	III.	1
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## Degrees.

According to the Act of Legislature under which the Creighton University was incorporated, its Board of Trustees has power "to confer such Academic degrees and honors as are conferred by Colleges and Universities of the United States."

### REQUIREMENTS.

The degree of Bachelor of Arts is conferred upon those who have successfully completed the Course of Studies as outlined in the Catalogue.

The degree of Master of Arts, in course, can be obtained by devoting a second year to the study of Philosophy in the College, or two years to professional studies.

The degree of Bachelor or Doctor of Philosophy will be granted only to Masters of Arts after successful Post Graduate Courses in Philosophy and Science.

Professional degrees, in course, are defined by the Professional Departments of the University.

Honorary degrees are conferred, at the discretion of the Board of Trustees, upon those who have deserved well of the community in Literature, or Science, or the Professions.

## Scholarships.

The Catholic University of America, at Washington, D. C., desiring to encourage good work among the students of Catholic Colleges, has established a number of special scholarships and assigns to each college which grants the degree of A. B., one of the scholarships thus established under the Faculty of Philosophy, the Faculty of Law, or in the School of the Technological Sciences.

By the courtesy and generosity of the President and Faculty of Georgetown University, Creighton College will have one scholarship in each of the departments of the University, viz., in the Law Department, in the Medical Department and in the Postgraduate Department.

These scholarships will be open to those who obtain the degree A. B., in course, from Creighton College, but the manner and the conditions of assignment to the scholarships are left to the determination of the Faculty of the College. Graduates who wish to avail themselves of these scholarships should send in their written applications to the College at an early day.

## Musical Culture.

The study of music, both instrumental and vocal, has always received encouragement at the hands of the Faculty, and excellent opportunities for musical training under the direction of professional teachers are offered to all the students who desire to avail themselves of them. It was the endeavor of these professors to cultivate among the students a correct taste for music, while they instilled enthusiasm for the art by the success with which their efforts were crowned. While private lessons may at all times be taken by the students individually, it is thought that concert drill by creating emulation and practically inculcating harmony contributes much to the musical development of the student. From the classes thus conducted it has been possible to form the University Mandolin Orchestra, which has acquired sufficient proficiency to supply at various entertainments the musical numbers of the programme, and by means of the vocal classes, the Junior choir and the University Glee Club, composed entirely of students, have added much by their efforts, to the impressiveness of divine worship and to the enjoyment of many an evening in the University Hall.

What has been begun under such favorable auspices, the students are most earnestly urged to continue for the sake of the refining influence which music by its very nature exerts, as well as for the many-sided development which its cultivation effects.



## College Organizations.

### SOCIETIES FOR RELIGIOUS CULTURE.

#### 1.—*The Sodality of the Immaculate Conception.*

The Sodality is an organization for Catholic students, who desire in a particular manner to give expression to their devotion to Our Lady by the study and imitation of her virtues, and by practices of piety in her honor. At the weekly meetings on Saturday the Little Office of the Immaculate Conception is recited and an exhortation is given by the Reverend Director. The Sodality was founded November 9, 1878, and membership has always been most satisfactory both in numbers and in regularity of attendance.

#### 2.—*The Apostleship of Prayer—League of the Sacred Heart.*

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

#### 3.—*The St. John Berchmans Sanctuary Society.*

The object of this Society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### SOCIETIES FOR ORATORICAL CULTURE.

#### 1.—*The Creighton Oratorical Association.*

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest in oratory takes place to determine the representative at the State contest.

#### 2.—*The Creighton Literary Society—*

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its recent foundation, which was to secure for the lower classes of the course, advantages which the Creighton Oratorical Association insures to the higher.

3.—*The Creighton Dramatic Circle.*

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

SOCIETIES FOR MUSICAL CULTURE.

1.—*The Creighton University Mandolin Orchestra.*

The Orchestra was established among the students in 1899, and besides affording them training in instrumental music enables them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

2.—*The University Glee Club.*

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

OTHER SOCIETIES.

*The Creighton Alumni Association.*

The Alumni Association was organized Oct. 26, 1903. Its object is to preserve and strengthen the ties of fellow-feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment for their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer the title.

*The Creighton University Athletic Association.*

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last three years has it made its presence felt in intercollegiate contests on the gridiron and the diamond. During the past year particularly a new impetus was given to outdoor sports by the laying out of the new athletic field near the University buildings, and by providing larger and more convenient apartments with baths and lockers for the exclusive use of the players. It is the hope and purpose of the association to further indoor athletics to a like extent by fitting up in the near future a modern gymnasium with all necessary appurtenances.

*The Student's Library and Reading Room Association.*

To the officers and members of this Association do the Students owe their facilities for interesting and useful reading. Under their management the Library has been open free to all from the year 1880. By a yearly addition of from one to two hundred books, they have increased

the number to over three thousand volumes. Periodicals number thirty-eight, and pamphlets accessible to professors and students exceed 1,000. A volunteer corps of librarians is in attendance during four hours on class days and during two hours on free days.

Since the opening of the spring term of the present year the association has been able to offer to the students all the accomodation afforded by the new reading-room. This room occupies the whole lower floor of the main building, is handsomely decorated and well lighted. Removed from the noise and distraction of the street and of the play grounds the student can here at his ease devote his leisure time to reading or study.

### LIBRARY CATALOGUING.

In order to make the library available to all, the exhaustive method of cataloguing and indexing, begun in 1900, has been continued by a corps of librarians chosen from among the students of the collegiate department. The dictionary catalogue is, at present, sufficiently complete to permit of immediate attendance to current accessions. The charging system adopted during the past year is one approved by the American Library Association and in use in the best libraries throughout the country.

## Evening Class of Philosophy.

This class was organized during the present scholastic year. It meets in the College Reading Room every Monday at 8 p. m., from October to May.

Its object is to furnish to college graduates, advanced and special students and professional gentlemen, an opportunity to review their philosophy and to make a more thorough and practical study of its fundamental questions, after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology and ethics.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of the requisite attendance at the lectures of the evening class, the presentation of a philosophical thesis and an examination satisfactory to the Board of Trustees of the College.

A fee of five dollars, payable in advance, is charged.

Forty-three young gentlemen attended the class during the past session.

### PROGRAM OF LECTURES DURING THE SESSION OF 1904.

#### I.—REV. CHARLES COPPENS, S. J.

- (1) The Nature of Reasoning.
- (2) The Categorical Syllogism.
- (3) The Conditional Syllogism.
- (4) Other Forms of Reasoning.
- (5) Sources of Certainty.

#### II.—REV. MICHAEL J. O'CONNOR, S. J.

- (1) The Specific Nature of Life.
- (2) The Substantial Principle of Rational Life.
- (3) Theories of the Ego,—False and True.
- (4) Soul and Body,—Some Problems.
- (5) Free Will.

#### III.—REV. MICHAEL I. STRITCH, S. J.

- (1) The Goal of Human Life.
- (2) The Right Road to the Goal.
- (3) The Natural Law.
- (4) Rights and Duties.
- (5) Natural Religion and its Relation to Revelation.

## Acknowledgments.

The President and Faculty wish to express their grateful appreciation for favors received during the past year. Worthy of first mention on the list of benefactions during the year is the munificent gift of Count John A. Creighton, who has again manifested in very striking manner his fatherly regard for the University.

*The Omaha True Voice* in its issue of February 26, 1904, has this to say concerning his latest princely gift:

We are pleased to announce another large donation from Count John A. Creighton to the University which bears his name. The growth of this institution has been remarkable within the last few years. So rapid have been the movements denoting its prosperity that the name of Creighton has been kept prominently before the people of this entire Western country. Last week this distinguished Omaha philanthropist deeded over to Creighton University the Creighton Block and the Arlington Block. The former occupies a prominent and most eligible position at the northwest corner of Fifteenth and Douglas streets; the latter almost as good a position on Dodge, between Fifteenth and Sixteenth. Both are just next to the old postoffice. The Creighton Block was erected by his brother, Edward Creighton, many years ago, and though not a new or modern building, it is very substantial and a good revenue producer. The Arlington Block was built some years later by Mrs. John A. Creighton and is also a substantial building and very desirable business property. The two blocks together are probably worth about \$200,000, and that amount will thereby be added to the endowment fund of Creighton University by this recent donation. We take it for granted that all of our readers are aware that the Creighton University conducts a free Catholic college. No tuition is charged in the classical department, which comprises a seven years' course, and the institution is open to all respectable comers, no matter what their creed, race or social standing. Mr. and Mrs. Edward Creighton were of one mind founding this institution, and their purpose was to afford a thorough Catholic education, free of all expense, to those who desired to avail themselves of such an opportunity. In the beginning of the 80's, Omaha was still a very small town, hardly large enough to furnish suitable pupils for a classical college, but the institution began in an humble way with elementary classes. It has gradually advanced until now, when no student is admitted until he has finished the eight grades of the common schools and is prepared for the high school course. Three hundred are enrolled in the two departments of the endowed portion of the college, situated at Twenty-fifth and California streets. The academic department teaches the ordinary branches taken up by the high schools of the state, and the collegiate department leads up to the degree of bachelor of arts. There is besides the medical department,



built by Count Creighton about ten years ago and situated down town, at Fourteenth and Davenport streets. Here a modest tuition fee is charged, and there are 150 medical students attending.

In a recent interview with a reporter of the *World-Herald*, Mr. Creighton said of the University: "I take a great interest in that institution. I think a whole lot of Creighton College; and it is not strange that I should want to see a thing in which I am bound up prosper. I like to make money, but as I do not expect to take a great deal of it with me when I leave, I feel that I could not give it to a better cause. I think that it is the greatest institution of its kind in the West. A boy may get his education there without its costing him a cent, except for books, and if he cannot afford to buy these they will be furnished. There are few people, I suppose, who know this."

In order to obtain more information regarding this princely gift, our reporter interviewed the president of the college, Father Dowling. He said, "Mr. Creighton has had this donation in mind for some time. When the college first began, the endowment left by Edward Creighton and wife was sufficient for its support, because the rate of interest and the returns from investments were nearly twice as much as they are at present. Moreover the work undertaken by this institution was not as broad and extensive as it is now. When the hard times came, a few years ago, the college suffered from the reverses which overwhelmed many keen and able business men in those days; the value of property declined, foreclosures were frequent, ruinous depreciation in all directions ensued, the people lost heart and confidence, and no inconsiderable impairment of financial resources resulted. Mr. Creighton was well aware how sorely these circumstances affected the college and for a number of years has helped to meet the annual deficits and supply the necessary sums for current expenses. Few besides the college authorities know and appreciate how much he has done in the hour of need. Without his help the college could not have continued to exist. In course of time the work had broadened out; the number of students increased; additions were made to the buildings and departments by the same generous friend. Meanwhile the cost of maintenance also continued to increase. At no time has Mr. Creighton removed his kindly hand or failed to foster the institution which had been founded by his family. Things might have continued in this way indefinitely whilst he was present to give the needful assistance, but he felt that it would be wise to provide for the time when he would no longer be able to assist the institution by his contributions and wise counsel. He was unwilling to leave the college to the uncertainties of the future. Had he provided for it by will, any considerable delay in carrying out his designs might have put the college in an embarrassing position and even threatened its existence. For this reason he determined to make this gift during his life time. This donation indicates his sentiments towards the college. He is satisfied with the work that it is doing and convinced that it is accomplishing the purpose intended by his brother

and carrying out fully the designs of the founder. Mr. Creighton believes in being his own executor. He enjoys giving as much as many others enjoy receiving, and he takes great satisfaction in seeing the work he undertakes going on before his eyes. It would be an error to suppose Mr. Creighton has reached his conclusions hastily, that he has yielded to importunities or has been coaxed into taking such a step. He is not the kind of man to be thus influenced; he is too practical for that. He judges by results. He is but carrying out a steady purpose held in view for many years. I have enjoyed a close friendship with him, dating back long before the death of his esteemed wife. I feel confident that he would give me as patient a hearing as he would anyone else; but I never made the mistake of supposing that he could be persuaded to do anything which he had not deliberately thought out and concluded to be for the best; or that he would bestow his benefactions because any particular individual happened to be at the head of the institution. His aim was always directed to the permanent good of the college, no matter who might be its executive head. He wanted to see it endure and he was bent on doing what he could to give it strength and perpetuity. Anything suggested to him would have value only in so far as he saw that it was helpful for the end he had in view—to make Creighton College a moral and intellectual force in the community. The members of the Creighton family may be justly proud of this latest act of beneficence, as of countless other good deeds which have added luster to the Creighton name. If all that has been done in Omaha by those who belong to that stock were blotted out, an immense gap would be left in the history of Catholic charity in our midst. The students take quite as much pride and interest in this gift as the faculty does, and they feel that it is one more bond uniting them to ‘the grand old man’ of Omaha. They all understand that when he makes a gift, large or small, his heart goes with it and that they receive not only the material things which he has to bestow, but his affection as well.”

On the day after this gift was announced the undergraduates of the classical department held a mass meeting at the college. Many eloquent and interesting addresses were delivered, and the meeting closed with the passage of resolutions of thanks to the donor and of congratulations to the university.

This new evidence of Mr. Creighton's good will to his favorite institution has excited a great deal of comment and interest in Omaha and its vicinity. Most of his large benefactions during recent years have been confined to the city and state, because he felt that he would act most wisely by providing for institutions, which needed assistance in this vicinity, and that he would do a greater good than by scattering in many directions what he was supposed to give. He built the Poor Clare Convent twice. He made large additions to the Creighton University; he founded the John A. Creighton Medical College; he added two or three times as much as the \$50,000 bequest made by his wife to the Creighton Memorial Hospital, and this recent gift adds \$200,000 to what he has

previously given. All his gifts together have approached very closely to three-quarters of a million dollars. Any one of these four institutions named would be a sufficient burden and interest for one man, but Mr. Creighton has not measured his gifts by his fortune, so much as by his benevolent spirit. He is a hale and hearty man of about seventy-three years of age, of kindly and patriarchial appearance, with a strong step and a bright eye, a winning smile and a big heart, all of which make him a prominent figure in Omaha and the west. May he live long to enjoy the prosperity with which God has blessed him and to see the good effects of the wealth that he has so freely given to religion, charity and education. Would that every city had a Creighton.

The following benefactors, too, are worthy of mention:

Donors of Medals.

Count John A. Creighton, "The Far East and New America," 6 volumes.

Senator Joseph H. Millard, Biographical Congressional Directory, 1774—1903.

Through courtesy of Senator Millard and Congressman Hitchcock, 250 volumes from various departments of United States Government.

Valentine Mulcahy, seven valuable old books.

James E. Woodard, '03, marble slab for switchboard. (Physics Department.)

## Chronicle of the year 1903-1904.

September 1 and 2.—Examination of "conditioned" students.

September 3.—Entrance examinations.

September 7.—Registration Day.

September 8.—Schola brevis.

September 16.—Academic Mass of the Holy Ghost.

September 21.—Golden Jubilee Day of Reverend Charles Coppens, S. J.

September 28.—Feast Day of the Reverend President of the College.

October 26.—First meeting of the newly organized Alumni Association.

November 5.—Founder's day.—Solemn Mass and Commemorative Exercises.—First quarterly reading of Marks.

November 11.—First Lecture of Alumni Course.—Reverend M. P. Dowling, S. J., on "Race Suicide."

December 2.—Specimens in all classes began today.

December 9.—Second Lecture of Alumni Course.—Reverend M. J. O'Connor, S. J., on "The Cradle of Jesuitism."

December 11.—Oratorical Contest to select representative from the Creighton Oratorical Association for the Nebraska State Contest.

December 21.—Second quarterly reading of Marks.

December 22.—Christmas Recess.

January 4.—Classes resumed after Christmas recess.

January 5.—Opening of Evening Class of Philosophy.

January 12.—Seniors' Reception.

January 13.—Opening of annual retreat.—Third Lecture of Alumni Course, Reverend M. I. Stritch, S. J., on "The Allegorical Element in Dante."

January 16.—Closing of Retreat by General Communion at the College.

January 28.—Semi-Annual Examination of Senior Class.

January 29.—Nebraska State Oratorical Contest, representatives from seven colleges competing. Creighton's representative wins first place.

February 15.—Annual College Play; Shakespeare's "Comedy of Errors" given at University Hall.

February 16.—*Shrove Tuesday*.—Count John A. Creighton adds a munificent gift to College Endowment.

February 22.—Fourth Lecture of Alumni Course.—Reverend S. A. Blackmore, S. J., "A Study: The Religion of Shakespeare."

March 8.—Third Quarterly Reading of Marks.

March 23.—Fifth Lecture of Alumni Course.—Professor E. Calhoun, S. J., on "The Stones of the World Architect."

March 24.—Creighton's Exhibit for World's Fair sent to St. Louis.

March 29.—Easter recess.

April 5.—Classes resumed after Easter recess.

April 13.—Alumni Banquet.

April 19.—Alumni Entertainment.

May 4.—Inter-State Oratorical Contest held at Notre Dame, Indiana; representatives from twelve state Associations competed and Creighton's representative, the delegate from the Nebraska Association won third place.

May 11.—Public Contest in Elocution.

May 17.—General repetitions begun.

May 18.—Creighton—South Dakota University Debate.

June 9.—Final Examinations of Seniors.

June 18.—Prize day.

June 20.—Commencement.



## General Regulations.

The Academic Year consists of one session, beginning on the first Monday of September, and ending in the last week of June, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place.

Punctual attendance is strictly insisted upon. Parents are regularly informed of the non-attendance of their sons, who, in case of absence, are invariably required to bring a note of excuse to the Vice-President. In order that the lessons may be prepared with proper assiduity, parents are requested to insist on their sons studying at home for two or three hours every evening.

The daily work of the students counts one-half for honors.

The College is open every morning at half-past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half-past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock, a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Thursday is the weekly recreation day.

Thorough written examinations are made in all the classes in October, December, February and April. These examinations are competitive and are followed by a distribution of Premiums. The percentage obtained by the students is publicly announced, and honors are awarded to the leaders. A MEDAL OF EXCELLENCE is awarded to the student who makes the highest percentage in the collective branches of his class. Those who make 90 per cent. and upwards, merit the distinction of FIRST HONORS, and those who gain between 85 and 90, SECOND HONORS. Besides these incentives to general endeavor, a first and second prize are given for excellence in each of the branches of every class, but the percentage must be at least 85 in the Collegiate Course, and 80 in the Academic. At the distribution of premiums testimonials of Excellent Deportment are given to deserving students. Reports of the conduct and class-standing of students are sent, after each distribution, to parents and guardians. The premiums at the close of the session are bestowed upon those who have made the highest average percentage in daily work and written examinations. The final written examinations for promotion take place in June.

Parents who wish to withdraw their sons before the end of the session, are respectfully requested to give due notice of their intention to the Vice-President. Many inconveniences will thus be avoided, and order secured. Should any student leave of his own accord, or be with-

drawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

For further information apply to the President or Vice-President of the College.

For faults committed outside of the premises, the officers of the College are by no means responsible, as students cease then to be under their jurisdiction; still, should any serious charge be fairly substantiated, the guilty shall be punished according to the gravity of the offense.

Whoever damages the College property must make compensation.

The use of tobacco is not allowed.

The use of profane language, or anything bordering on immorality, will subject the offender to expulsion.

## Order of the Day.

### MORNING

#### COLLEGIATE DEPARTMENT.

- 8:30 Mass.  
9:00 Latin, Mathematics.  
10:00 Recess.  
10:15 Philosophy, Greek.  
11:00 Physics, Chemistry, Bookkeeping.  
11:55 Recess.

#### ACADEMIC DEPARTMENT.

- Mass.  
Latin  
Recess.  
Greek, History, Geography.  
Religious Instruction.  
Penmanship, French, German.  
Recess.

### AFTERNOON.

- 1:00 Evidences of Religion, Literature, Rhetoric.  
1:55 Recess.  
2:05 Philosophy, Mathematics.  
3:00 Classes Dismissed.

- Rhetoric, English Grammar, Spelling.  
Recess  
Mathematics, Arithmetic.  
Classes Dismissed.

## Terms.

TUITION IS ENTIRELY FREE during the seven years of the Classical Course, which is open to students from any one of the States of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$7 a year.

Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum.

The Graduation fee is \$10.00.

The College is for day-scholars only.

While the Vice-President will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the other College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.00 to \$4.00 per week.

Officers, Faculty and Students  
of the  
Classical Department  
1903-1904

## Officers and Faculty.

### OFFICERS.

REV. M. P. DOWLING, S. J.,  
PRESIDENT.

REV. M. J. O'CONNOR, S. J.,  
VICE-PRESIDENT.

REV. M. M. BRONGSGEEST, S. J.,  
CHAPLAIN.

REV. M. I. STRITCH, S. J.,  
LIBRARIAN.

### FACULTY.

REV. M. J. O'CONNOR, S. J.,  
*Prefect of Studies.*

HUBERT F. BROCKMAN, S. J.,  
IGNATIUS HAMILL, S. J.,  
*Prefects of Discipline.*

FREDERICK A. MEYER, S. J.,  
*Librarian of the Students' Library.*

HUBERT F. BROCKMAN, S. J.,  
*Director of Students' Choir.*

### COLLEGIATE DEPARTMENT.

REV. CHARLES COPPENS, S. J.  
*Professor of Philosophy and Religion.*

REV. JAMES MELOY, S. J.,  
*Professor of Rhetoric and Oratory.*

REV. MICHAEL I. STRITCH, S. J.,  
*Professor of Poetry and English Literature.*

HUBERT F. BROCKMAN, S. J.,  
*Professor of Humanities and History.*

REV. WILLIAM F. RIGGE, S. J.,  
*Professor of Astronomy, Mathematics and Physics.*

EDWARD CALHOUN, S. J.,  
*Professor of Chemistry and Mathematics.*

HUBERT F. BROCKMAN, S. J.,  
*Professor of Elocution.*



**ACADEMIC DEPARTMENT.**

REV. SIMON A. BLACKMORE, S. J.,  
*Professor of Special Latin and Greek.*

FREDERICK A. MEYER, S. J.,  
*Professor of English Rhetoric and Greek Syntax.*

REV. MARTIN LUERSMAN, S. J.,  
EUGENE J. DALY, S. J.,  
*Professors of Syntax and Greek Rudiments.*

REV. THOMAS A. McNEIVE, S. J.,  
WILLIAM FRAIN, S. J.,  
IGNATIUS HAMILL, S. J.,  
*Professors of Latin Rudiments and Analysis.*

REV. MICHAEL J. O'CONNOR, S. J.,  
REV. SIMON BLACKMORE, S. J.,  
REV. JAMES MELOY, S. J.,  
REV. MICHAEL I. STRITCH, S. J.,  
REV. MARTIN LUERSMAN, S. J.,  
REV. THOMAS McNEIVE, S. J.,  
*Instructors in Christian Doctrine.*

EUGENE J. DALY, S. J.,  
FREDERICK A. MEYER, S. J.,  
*Professors of Mathematics.*

REV. M. J. O'CONNOR, S. J.,  
REV. CHARLES COPPENS, S. J.,  
FREDERICK A. MEYER, S. J.,  
HUBERT F. BROCKMAN, S. J.,  
*Professors of Modern Languages.*

BEN STANLEY,  
*Professor of Music.*

## Students.

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NAME	CLASS
Armstrong, Edgar.....	Third Academic, C
Baldwin, Charles .....	Special
Beckett, Stafford F.....	Third Academic, B
Beckman, Anthony F.....	Rhetoric
Black, Michael F.....	Humanities
Bloom, Joseph A.....	First Academic
Boden, Francis J.....	Third Academic, B
Boland, Francis M.....	Poetry
Brady, John M.....	Poetry
Broderick, Michael.....	Third Academic, A
Brown, Francis.....	First Academic
Brown, William D.....	Philosophy
Buchtel, Robert.....	Third Academic, C
Buck, Albert.....	Special
Burke, Charles S.....	Philosophy
Burns, Francis J.....	Second Academic, A
Bushman, George F.....	Humanities
Bushman, Herbert.....	Third Academic, C
Byrne, Eugene J.....	Second Academic, B
Byrne, John.....	Second Academic, A
Byrne, Joseph F.....	Humanities
Cahill, Edward.....	Second Academic, B
Cahill, Michael J.....	Third Academic, A
Cain, James P.....	First Academic
Callahan, Derrell D.....	Third Academic, B
Callahan, William E.....	Rhetoric
Campbell, Matthew A.....	Third Academic, A
Carlow, Richard.....	Third Academic, C
Carroll, George.....	Third Academic, C
Casey, Stephen A.....	Third Academic, B
Cassidy, Henry.....	Second Academic, A
Cassidy, Leo.....	Third Academic, A

THE CREIGHTON COLLEGE.

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NAME	CLASS
Cassidy, Philip A.....	Rhetoric
Cavanagh, John A.....	Special
Cich, Michael.....	Third Academic, A
Clark, John H.....	Second Academic, B
Cleaver, Gene.....	Second Academic, A
Coad, Arthur L.....	Rhetoric
Coad, Ralph.....	Third Academic, C
Coad, Richard W.....	Humanities
Cody, William A.....	First Academic
Coffey, George E.....	Third Academic, B
Coffey, Sarsfield.....	Second Academic, A
Colfer, Francis M.....	Rhetoric
Condon, Joseph P.....	Humanities
Conley, Willard T.....	Second Academic, A
Corrigan, Raymond.....	Second Academic, B
Costello, Edward F.....	First Academic
Costello, Walter J.....	First Academic
Craney, Howard H.....	Second Academic, A
Cranny, Edward J.....	Humanities
Creighton, Edward A.....	Rhetoric
Criss, Neil.....	Second Academic, A
Cronin, Thomas.....	Second Academic, B
Crawford, Samuel J.....	Third Academic, C
Cullen, T. William.....	First Academic
Cunningham, Patrick.....	Second Academic, A
Curran, William J.....	Humanities
Daly, Leo.....	Third Academic, A
Delaney, John.....	Third Academic, A
De La Vega, Francis J.....	Rhetoric
Dermody, Alphonse.....	First Academic
Dermody, Louis.....	Second Academic, B
Dervin, Edward.....	Third Academic, A
Dervin, Hugh.....	Third Academic, A
Descher, Paul J.....	Third Academic, C
Dieringer, Andrew L.....	Poetry
Donahoe, Lawrence .....	Second Academic, A
Donahue, Edward S.....	Second Academic, A
Donahue, Francis J.....	First Academic

THE CREIGHTON COLLEGE.

NAME	CLASS
Donahue, John J.....	Second Academic B
Donahue, William J.....	First Academic
Donnelly, Edward S.....	Poetry
Donnelly, Joseph M.....	Humanities
Doran, Bernard.....	First Academic
Downey, W. Harold.....	Humanities
Driscoll, Henry W.....	Third Academic, B
Drummy, Richard E.....	Third Academic, A
Duffin, Bernard A.....	Second Academic, A
Duncan, John, J.....	Second Academic, A
Dwyer, John V.....	Philosophy
Egan, George.....	Third Academic, C
Egan, Richard.....	Third Academic, B
Ege, John W.....	First Academic
English, John E.....	Second Academic, A
Farley, Charles.....	Second Academic, B
Farrell, Howard.....	Third Academic, A
Farrell, Raymond A.....	Third Academic, B
Fischer, William.....	Philosophy
Fitzgibbon, Henry M.....	Philosophy
Fixa, Charles M.....	Third Academic, A
Floersch, Clarence H.....	Third Academic, C
Foley, Maurice W.....	Second Academic, B
Foley, Thomas.....	Second Academic, A
Furay, Connell J.....	Poetry
Garvey, Francis.....	First Academic
Gaule, Edward T.....	Poetry
Gaule, John F.....	Poetry
Gentleman, Francis W.....	Humanities
Gentleman, Walter J.....	Third Academic, B
Gillespie, Edward J.....	Poetry
Gilligan, Joseph.....	Third Academic, C
Gilmore, Henry V.....	Third Academic, A
Golden, Patrick T.....	First Academic
Greene, William J.....	Third Academic, B
Glynn, Louis.....	Second Academic, A

THE CREIGHTON COLLEGE.

---

NAME

CLASS

Hagerty, John.....	Rhetoric
Hannan, James J.....	Third Academic, C
Hanrahan, Morgan J.....	Humanities
Hayes, John S.....	Second Academic, A
Hayes, William J.....	Third Academic, A
Heafey, Thomas E.....	Third Academic, B
Henely, Amos E.....	Poetry
Heyl, Earl C.....	Second Academic, B
Hogan, Edward D.....	Rhetoric
Hooper, William R.....	Third Academic, B
Horan, Raymond.....	Third Academic, C
Howard, William.....	Third Academic, A
Howley, Henry.....	Second Academic, B
Hunt, Francis T.....	First Academic
Hurley, Daniel J.....	Philosophy
Ingersoll, A. Lionnet.....	Second Academic, A
Jack, William D.....	First Academic
Jenal, Francis P.....	Philosophy
Jervis, James B.....	Third Academic, B
Johnson, Oscar W.....	Rhetoric
Kane, Louis M.....	Poetry
Keeline, Clarence.....	Third Academic, C
Kehoe, Nicholas R.....	Rhetoric
Kelly, Thomas.....	Third Academic, A
Kennedy, Bernard A.....	Third Academic, C
Kennedy, Francis.....	Third Academic, B
Kennedy, John M.....	Philosophy
Kennedy, Louis.....	Second Academic, B
Kennedy, Patrick F.....	Philosophy
Kennedy, Richard.....	Third Academic, A
Kennelly, Daniel.....	Second Academic, A
Kerns, John T.....	Third Academic, B
Keyser, George A.....	Third Academic, C
Kinsella, Joseph.....	Third Academic, A
Kippes, Anton.....	Rhetoric
Kleyla, Raymond J.....	Third Academic, B



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NAME	CLASS
Lanigan, James M.....	Rhetoric
Lanphier, Cyril C.....	First Academic
Lanphier, Vernard A.....	Philosophy
Laux, Bernard L.....	Third Academic, C
Leary, Norbert C.....	Poetry
Lee, George M.....	Philosophy
Lee, James P.....	Second Academic, B
Lilienstolpe, Carl.....	Second Academic, A
Little, Philip.....	Second Academic, B
Lovely, Joseph.....	First Academic
Lowry, William.....	Third Academic, A
Lynam, John P.....	Philosophy
Lynch, Thomas R.....	Philosophy
Mahoney, Robert.....	Third Academic, B
Malloy, John H.....	Third Academic, A
Maloney, Thomas F.....	Third Academic, A
Mangan, Leo.....	Third Academic, B
Martin, Clement L.....	Third Academic, B
Marx, Norbert.....	Second Academic, A
McCaffrey, Francis O.....	Philosophy
McCaffrey, Hugh.....	Third Academic, C
McCaffrey, C. Joseph.....	Philosophy
McCaffrey, T. Sherman.....	Humanities
McCauley, Paul B. ....	First Academic
McCormick, Thomas J. ....	Humanities
McCracken, George F. ....	Poetry
McCreary, John S. ....	Second Academic, B.
McDermott, Luke J. ....	Second Academic, A
McGovern, Francis ....	Third Academic, B
McGovern, Thomas F. ....	Philosophy
McGrath, Charles J. ....	First Academic
McKenna, John F. ....	First Academic
McMahon, James P. ....	Second Academic, B
McNally, Robert E. ....	Poetry
McQuade, Thomas ....	Third Academic, C
McShane, Arthur J. ....	Poetry
McShane, John A. ....	Humanities
McShane, Thomas ....	Second Academic, A

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---

NAME

CLASS

Merten, George H. ....	Philosophy
Metcalf, William ....	Third Academic, A
Mieding, William ....	Second Academic, B
Millard, Barton ....	Special
Miller, Carl D. ....	First Academic
Minogue, William ....	First Academic
Montgomery, Francis S. ....	Philosophy
Morgan, Charles J. ....	Third Academic B
Mullen, John F. ....	Second Academic, A
Mullen, William P. ....	Poetry
Mullin, Francis. ....	Third Academic, A
Murphy, Cosmor ....	Second Academic, B
Murphy, J. Harry ....	Third Academic, A
Mulvihill, James E. ....	Third Academic, C
Nagelman, Carl ....	Special
Neary, Daniel ....	Poetry
Neenan, Clarence. ....	Third Academic, C
Noonan, Eugene F. ....	Humanities
Oberg, Alfred W. ....	Second Academic, B
O'Brien, J. Edward ....	Third Academic, A
O'Connor, Edward ....	Third Academic, C
O'Connor, George ....	First Academic
O'Doherty, Augustine ....	Third Academic, C
O'Donovan, Cornelius ....	Rhetoric
O'Hanlon, Paul C. ....	Third Academic, B
O'Hearn, Henry ....	Third Academic, B
O'Malley, Charles E. ....	Rhetoric
O'Malley, John H. ....	Humanities
O'Neill, Clarence ....	Third Academic, A
C'Neill, James ....	Poetry
Organ, Philip J. ....	Special
Owens, John ....	Third Academic, A
Peacock, Cornelius ....	Second Academic, A
Peacock, William ....	Third Academic, B
Peasinger, Charles ....	Third Academic, C
Peir, Aloysius H. ....	Humanities
Pennington, George ....	Third Academic, C

THE CREIGHTON COLLEGE.

NAME	CLASS
Peters, George A. ....	First Academic
Phelan, Patrick ....	Second Academic, B
Phelps, William M. ....	Third Academic, B
Prendergast, James F. ....	Philosophy
Pritchett, Harold L. ....	Third Academic, A
Purcell, Philip J. ....	First Academic
Quigley, Willard ....	Third Academic, C
Quinn, John T. ....	First Academic
Reed, Henry E. ....	Third Academic, A
Reifenrath, John H. ....	Philosophy
Reilly, Francis ....	Third Academic, C
Ring, Edward ....	Third Academic, C
Roach, Francis J. ....	First Academic
Roche, Ralph E. ....	First Academic
Roche, Roy J. ....	Second Academic, A
Rogers, Herbert ....	First Academic
Rooney, William P. ....	First Academic
Ryan, Edward J. ....	Third Academic, B
Ryan, John W. ....	Humanities
Sands, Francis ....	Third Academic, C
Sawtell, Leo ....	First Academic
Schall, William A. ....	Philosophy
Scheffler, Felix ....	Special
Schmidt, Paul J. ....	Second Academic, B
Schopp, J. Walter ....	Poetry ,
Scull, Ben H. ....	Third Academic, B
Scully, Raymond ....	Third Academic, A
Shanahan, William J. ....	First Academic
Shook, Arthur L. ....	Special
Slattery, James ....	Second Academic, A
Smith, Francis A. ....	Poetry
Smith, Paul J. ....	Third Academic, A
Smyth, William ....	Humanities
Sollars, Roy ....	Third Academic, C
Spangenberg, Francis H. ....	Third Academic, B
Spellman, Jeremias. ....	Second Academic, A

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---

NAME

CLASS

Sternberg, William P. ....	Humanities
Stratman, Frederic J. ....	Third Academic, C
Strunk, William ....	Second Academic, B
Stuart, John A. ....	Rhetoric
Stuart, Robert ....	Philosophy
Stubbs, Gilbert ....	Special
Suing, Hubert P. ....	First Academic
Sullivan, James ....	Third Academic, B
Sullivan, James A. T. ....	Third Academic, A
Sullivan, John M. ....	Humanities
Sullivan, John P. ....	Second Academic, A
Sullivan, Joseph R. ....	Philosophy
Taggart, Arthur W. ....	Third Academic, B
Tanner, Joseph ....	Third Academic, C
Taylor, Edmund C. ....	Third Academic, C
Thielen, Charles J. ....	First Academic
Thompson, George ....	Third Academic, A
Torjusun, Albert ....	Third Academic, A
Tracy, Leo. J. ....	Second Academic, A
Tracy, Philip ....	Second Academic, B
Turley, Frederic J. ....	Special
Umsted, Elmer A. ....	Humanities
Vachal, Prokop. ....	Third Academic, A
Vana, George ....	Third Academic, B
Vandenbroek, Edmond A. ....	Third Academic, B
Ware, W. Paxton ....	First Academic
Watters, Farnham E. ....	First Academic
Weishar, Mathias F. ....	Rhetoric
Weiss, John J. ....	Third Academic, A
Welch, John A. ....	Third Academic, B
Whalen, Francis J. ....	Poetry
Whelan, Eugene P. ....	Special
Williams, Roscoe C. ....	Third Academic, B
Wirth, Joseph ....	Third Academic, A
Yates, Francis ....	First Academic
Young, William ....	First Academic

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---

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*Director.*

PROF. BEN STANLEY.

NORBERT LEARY, Librarian.

ELMER UMSTED, Accompanist.

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Director .....HUBERT F. BROCKMAN, S. J.  
President .....JAMES P. LANE, (Medical Dept.)  
Vice President .....JOHN V. DWYER.  
Secretary .....CHARLES S. BURKE.  
Treasurer .....FRANCIS S. MONTGOMERY.  
Manager of Foot-ball Team .....FRANCIS P. JENAL.  
Manager of Base-ball Team .....HENRY M. FITZGIBBON.  
Manager of Track Team .....FRANCIS O. McCAFFREY.

*Board of Control.*

HUBERT F. BROCKMAN, S. J., Faculty Representative.

DANIEL BUTLER, }  
WILLIAM MONAGHAN. } Representing Alumni Association.

F. J. DELANEY, Representing Medical Department.

DANIEL J. HURLEY, Representing School of Arts and Sciences.

CREIGHTON DRAMATIC CIRCLE.

*President.*

DANIEL J. HURLEY.

*Vice President.*

WILLIAM A. SCHALL.

*Treasurer.*

FRANCIS P. JENAL.

*Stage Manager.*

THOMAS F. MCGOVERN.

*Secretary.*

JOSEPH R. SULLIVAN.

*Business Manager.*

WILLIAM J. YOUNG.

*Property Man.*

WILLIAM E. CALLAHAN.

THE CREIGHTON ALUMNI ASSOCIATION.

REV. MICHAEL J. O'CONNOR, S. J.  
*Moderator.*

*President* .....CONSTANTINE J. SMYTH.

*Active Vice President* .....REV. PATRICK MCGOVERN.

*Honorary Vice Presidents*

MARTIN DINEEN, '70's.                      PATRICK MCKILLIP, '90's.

CHARLES H .CREIGHTON, '80's.              EDWARD LEARY, 00's.

*Secretary* .....CHARLES P. MORIARTY.

*Financial Secretary* .....JAMES E. WOODARD.

*Treasurer* .....FRANK P. GALLAGHER.

*Historian* .....WILLIAM COAD.

EXECUTIVE COMMITTEE.

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*Chairman Ex Officio.*

J. A. C. KENNEDY.

E. LEE MCSHANE.

FRANCIS MCGINN.

J. C. KINSLER.

TOM MCSHANE.

H. V. BURKLEY.

J. E. WOODWARD, *Ex Officio.*

## Entertainments.

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Reception to Rev. Charles Coppens, S. J.,

upon his

Golden Jubilee Day,

September 21, 1903.

Music—Il Trovatore.....	<i>Drum</i>
ELMER UMSTED.	
Our Professor—Address.....	FRANCIS P. JENAL, '04.
"Thou Shalt Sanctify the Fiftieth Year".....	GEORGE MERTEN, '04.
Music .....	ALUMNI MANDOLIN SEXTETTE.
The Greeting of the Academicians.....	WALTER C. COSTELLO, '08.
The Golden Year.—Poem.....	JAMES O'NEILL, '06.
Response by the Jubilarian.....	REV. C. COPPENS, S. J.

## Founder's Day,

November 5, 1903.

Music—Intermezzo .....	<i>Mascagni.</i>
ELMER UMSTED. ....	
"In Memoriam Benefactoris Nostri".....	CHARLES MCGRATH, '08.
Declamation—"The Level Crossing" .....	WILLIAM J. YOUNG, '08.
Ode—"To Knowledge".....	JOHN V. DWYER, '04.
Song—"In the Gloaming".....	Harmonized by J. PARKS.
UNIVERSITY QUARTETTE	
NORBERT MARX, FRANCIS COLFER, NORBERT LEARY, J. WALTER SCHOPP.	
Memorial Address .....	WILLIAM A. SCHALL, '04.
Song—"The Backslider".....	STANTON PARKS.
UNIVERSITY QUARTETTE.	
Music—"Violets".....	}..... ELMER UMSTED.
"Cradle Song".	



## Public Lecture Course,

under the Auspices of the  
Alumni Association of Creighton University.

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- First Lecture, Wednesday, November 11, 1903—  
Race Suicide .....Rev. M. P. DOWLING, S. J.
- Second Lecture, Wednesday, December 9, 1903—  
The Cradle of Jesuitism.....Rev. M. J. O'CONNOR, S. J.
- Third Lecture, Wednesday, January 13, 1904—  
The Allegorical Element in Dante.....Rev. M. I. STRITCH, S. J.
- Fourth Lecture, Monday, February 22, 1904—  
A Study: The Religion of Shakespeare..Rev. S. A. BLACKMORE, S.J.
- Fifth Lecture, Wednesday, March 23, 1904—  
The Stones of the World Architect.....Prof. E. CALHOUN, S. J.

## First Annual Banquet

of the

Alumni Association,

Henshaw Hotel, Wednesday, April 13, 1904.

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Grace .....Right Rev. Richard Scannell, D.D.

### TOASTS:

*Toastmaster*, Hon. C. J. SMYTH.

- A Word from the Rector of the University..Rev. M. P. DOWLING, S. J.
- "Up-to-Date" ..... P. MCKILLIP.
- The Alumni Association.....Rev. P. MCGOVERN.
- Our Professional Men.....J. A. C. KENNEDY.
- Some Recollections .....F. FURAY.

Music.—Brief Addresses.

## Creighton Dramatic Circle,

Monday, February 15, 1904.

Shakespeare's "Comedy of Errors."

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### CAST OF CHARACTERS.

Prologue .....	GEORGE M. LEE.	
Solinus, Duke of Ephesus.....	JOHN M. KENNEDY.	
Antipholus of Ephesus.. }	Twin Sons of Aegeon. }	WM. A. SCHALL.
Antipholus of Syracuse. }		THOS. A. MCGOVERN
Dromio of Ephesus..... }	Twin Slaves }	EDWARD S. DONNELLY.
Dromio of Syracuse.... }		WM. E. DENOUE.
Aegeon, Merchant of Syracuse.....	FRANK P. JENAL.	
Adrian, Adoptive Father of Antipholus of Ephesus..	JOSEPH R. SULLIVAN	
Dr. Pinch, a Conjurer.....	DANIEL J. HURLEY.	
Cleon, Merchant, friend of Antipholus of Syracuse....	WM. J. YOUNG.	
Angelo, a Goldsmith.....	ALPHONSE DERMODY.	
Balthazar, Merchant, friend to Angelo.....	WM. J. YOUNG.	
Abbott, once servant to Aegeon.....	JAMES SLATTERY	
Officer .....	JAMES O'NEILL.	
Lords.....	}	HUBERT P. SUING.
		EDWARD COSTELLO.
Dr. Pinch's attendants.....	}	JOHN A. MCSHANE.
		T. WM. CULLEN.

Music by Dimick's Orchestra.

# Annual Contest in Elocution,

Wednesday, May 11, 1904.

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Duet—Intermezzo ..... Mascagni.

Violin: J. WALTER SCHOPP.

Piano: ELMER UMSTED.

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## THE COLLEGE.

LOUIS M. KANE....."Whisperin Bill"

CHARLES S. BURKE.....The Leper

FRANCIS P. JENAL.....The Curse of Regulus

WILLIAM P. STERNBERG.....Rienzi to the Romans.

JOSEPH M. DONNELLY .....Spartacus

EDWARD S. DONNELLY.....The Life Boat

---

Mixed Chorus—"The Ring and the Rose," German Folk Song.

Arranged by GEO. L. OSGOOD.

---

## THE ACADEMY.

ALPHONSE DERMODY.....The Brave Fireman

WILLIAM J. DONAHUE.....The Dandy Fifth

CHARLES MCGRATH.....Jamie Douglas

HUBERT P. SUING.....The Woman of Mumble's Head

CHARLES J. THIELEN.....The Power of Habit

---

Mixed Chorus—"Dearest, Farewell,".....German Folk Song

Arranged by HUGO JUNGST.

---

## DECISION OF THE JUDGES.

REV. JOHN WILLIAMS

PRINCIPAL A. H. WATERHOUSE

REV. JAMES AHERNE

T. J. MAHONEY

Ushers.....Class 1904.



UNIVERSITY AUDITORIUM AND ST. JOHN'S CHURCH.





# Academic Commencement,

CREIGHTON UNIVERSITY HALL,

Friday, June 17, 1904, 3 P. M.

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## ORDER OF EXERCISES.

### Music.

Declamation—The Sum in Fractions . . . . . LUKE McDERMOTT

Solo—"The Bandelero", . . . . . FRANCIS COLFER

Declamation—William Tell . . . . . H. ELMER REED

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### Announcement of Class Standing.

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Declamation—Parrhasius and the Captive . . . WILLIAM DONAHUE

The Knight's Farewell . . . . . *Kinkel*

CHORUS FOR MALE VOICES.

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### Award of Medals and Honors.

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Music—The Rustle of Spring . . . . . *Sinding*

ELMER UMSTED.

## Conferring of Degrees.

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### *THE DEGREE OF MASTER OF ARTS (in course)*

WAS CONFERRED UPON

JOSEPH B. EGAN, A.B., '99.

JOHN A. BENNEWITZ, LL.B. (Georgetown), A.B., '01.

JAMES P. LANE, A.B., '02.

J. FREDERICK LANGDON, A.B., '02.

---

### *THE DEGREE OF BACHELOR OF ARTS*

WAS CONFERRED UPON

CHARLES S. BURKE.

JOHN V. DWYER.

WILLIAM FISCHER.

HENRY M. FITZGIBBON.

DANIEL J. HURLEY.

FRANCIS P. JENAL.

JOHN M. KENNEDY.

PATRICK KENNEDY.

VERNARD LANPHIER.

GEORGE M. LEE.

JOHN P. LYNAM.

THOMAS LYNCH.

C. JOSEPH McCAFFREY.

FRANCIS O. McCAFFREY.

THOMAS MCGOVERN.

GEORGE MERTEN.

FRANCIS S. MONTGOMERY.

JAMES PRENDERGAST.

JOHN H. REIFENRATH.

WILLIAM A. SCHALL.

ROBERT STUART.

JOSEPH R. SULLIVAN.

# Twenty-Sixth Annual Commencement

CREIGHTON UNIVERSITY HALL,

Monday, June 20, 1904, 8 P.M.

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## ORDER OF EXERCISES.

The Knight's Farewell ..... *Kinkel*  
UNIVERSITY GLEE CLUB.

True Ideals ..... GEORGE M. LEE

One Danger in Our Modern Development .... GEORGE MERTEN

Soldiers' Chorus from Faust ..... *Gounod*  
ALUMNI GLEE CLUB.

The Christian Gentleman ..... JOSEPH R. SULLIVAN

Valedictory ..... DANIEL J. HURLEY

The Vintage Song from Lorelei ..... *Mendelssohn*  
UNIVERSITY GLEE CLUB.

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Conferring of Degrees and Award of Honors.

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Old Creighton, Hail !

UNIVERSITY AND ALUMNI CHORUS.

Master's Address—A Glimpse Beyond the Threshold.

JOHN A. BENNEWITZ, LL.B.

## Donors of Medals.

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Rt. Rev. RICHARD SCANNELL, D. D.  
Very Rev. JOHN JENNETTE.  
Very Rev. PATRICK SMYTH.  
REV. PATRICK MCGOVERN.  
Rev. JAMES AHERNE.  
Rev. PATRICK J. JUDGE.  
Rev. D. W. MORIARITY.  
TOM J. MCSHANE, A. B.  
Mr. EDW. W. NASH.  
A Friend of Education.  
KNIGHTS OF COLUMBUS. Omaha Council No. 652.  
THE EVENING CLASS OF PHILOSOPHY.

# Honors.

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## Intercollegiate Debate.

Creighton University

vs.

South Dakota University.

Creighton University Hall, Wednesday, May 18, 1904.

### *Judges of Debate.*

HON. HORACE E. DEEMER, Chief Justice of the Supreme Court of Iowa.

HON. P. B. WOLFE, Judge of the Seventh Judicial District of Iowa.

HON. R. J. MUNGER, Judge, of Sioux City, Iowa.

### *Moderator of Debate.*

HON. IRVING BAXTER, U. S. District Attorney for Nebraska.

### *Time-Keeper of Debate.*

MR. F. A. RINE, Esq.

### THE QUESTION.

*Resolved*, That the use of Writs of Injunction in the settlement of disputes between Capital and Labor is fraught with danger to the American people and their institutions.

### THE TEAMS.

South Dakota.

Creighton.

Affirmative.

Negative.

Adolph B. Geppert.

Francis P. Jenal.

J. S. Bradford.

John M. Brady.

E. W. Klein.

Francis S. Montgomery.

### THE DECISION.

By majority vote the Judges awarded the victory to the Creighton Team.

### THE GOLD MEDAL

for individual excellence in Debate was awarded to

FRANCIS P. JENAL, '04.



## Local Oratorical Contest.

The Honor of Representing Creighton University  
at the Contest of the  
Nebraska Collegiate Oratorical Association  
was merited by  
WILLIAM A. SCHALL, '04.

---

## State Oratorical Contest.

In the Contest held January 29, 1904, at Bellevue, Neb., by the  
Nebraska Collegiate Oratorical Association,  
Seven Colleges Competing,  
the Highest Honors were Merited by  
WILLIAM A. SCHALL, '04.

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## Inter-State Oratorical Contest.

In the Contest held May 4, 1904, at Notre Dame, Indiana, by the  
Western Inter-Collegiate Oratorical Association  
Eleven States and Ninety Colleges being represented  
the Third Place was won by  
WILLIAM A. SCHALL, '04.

---

## THE GOLD MEDAL

for the Highest Honors of the Class of 1904,  
was merited by  
FRANCIS P. JENAL.  
Next in Merit, George M. Lee.

## Contest in Elocution.

### THE GOLD MEDAL

of Excellence in Elocution in the  
Senior Division  
was merited by  
Francis P. Jenal.

### THE GOLD MEDAL.

of Excellence in Elocution in the  
Junior Division  
was merited by  
Hubert P. Suing.

---

## Award of Class Medals and Premuims.

### CLASS OF RHETORIC.

THE GOLD MEDAL  
for the  
Highest Average  
in the Collective Branches of the Class was Merited by  
Anthony F. Beckman, 93.

---

## Class of Poetry.

THE GOLD MEDAL.  
for the  
HIGHEST AVERAGE  
in the Collective Branches of the Class was merited by  
JAMES O'NEILL, 95.

Class of Humanities.

THE GOLD MEDAL.  
for the  
HIGHEST AVERAGE  
in the Collective Branches of the Class was merited by  
GEORGE F. BUSHMAN, 97.

---

Class of First Academic.

THE GOLD MEDAL  
for the  
HIGHEST AVERAGE  
in the Collective Branches of the Class was merited by  
Charles McGrath, 97.

---

Class of Second Academic A.

THE GOLD MEDAL  
for the  
HIGHEST AVERAGE  
in the Collective Branches of the Class was merited by  
Cornelius Peacock, 95.

## Class of Second Academic B.

THE GOLD MEDAL

for the

HIGHEST AVERAGE

in the Collective Branches of the Class was merited by  
Edward Cahill, 93.

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## Class of Third Academic A.

THE GOLD MEDAL

for the

HIGHEST AVERAGE

in the Collective Branches of the Class was merited by  
Harold Pritchett, 96.3.

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## Class of Third Academic B.

THE GOLD MEDAL

for the

HIGHEST AVERAGE

in the Collective Branches of the Class was merited by  
Raymond A. Farrell, 95.

Class of Third Academic C.

THE GOLD MEDAL  
for the  
HIGHEST AVERAGE  
in the Collective Branches of the Class was merited by  
Edward O'Connor, 93.



## Excellent Deportment and Diligence.

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The following students distinguished themselves by their excellent deportment, their regular attendance and their application to study throughout the year.

Beckman, Anthony F	Craney, Howard H.
Boden, Francis J	Cranny, Edward J.
Brady, John M	Criss, Neil
Burke, Charles S.	Cronin, Thomas
Burns, Francis J.	Crawford, Samuel J.
Bushman, George F.	Cullen, T. William
Bushman, Herbert	Cunningham, Patrick
Byrne, Eugene J.	
Byrne, John	De La Vega, Francis J.
Byrne, Joseph	Dermody, Alphonse
	Dermody, Louis
Cahill, Edward	Dervin, Edward
Cahill, Michael J.	Dervin, Hugh
Cain, James P.	Descher, Paul J.
Callahan, Derrell D.	Dieringer, Andrew L.
Callahan, William E.	Donahue, Edward S.
Campbell, Mathew A.	Donahue, Francis J.
Carlow, Richard	Donahue, William J.
Carroll, George	Donnelly, Edward S.
Cassidy, Henry	Donnelly, Joseph M.
Cassidy, Philip A.	Dwyer, John V.
Cich, Michael	
Coad, Ralph	Egan, George
Cody, William A.	Egan, Richard
Coffey, George E.	English, John E.
Coffey, Sarsfield	Farley, Charles
Colfer, Francis M.	Farrell, Howard
Corrigan, Raymond	Farrell, Raymond A.
Costello, Walter J.	Fischer, William

THE CREIGHTON COLLEGE.

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Fitzgibbon, Henry M.  
Fixa, Charles M.  
Floersch, Clarence H.  
Foley, Thomas

Garvey, Francis  
Gaule, Edward T.

Gaule, John F.  
Gillespie, Edward J.  
Gilligan, Joseph  
Gilmore, Henry V.  
Glynn, Louis

Hannan, James J.  
Hanrahan, Morgan J.  
Hayes, John S.  
Heafey, Thomas E.  
Henely, Amos E.  
Horan, Raymond  
Hunt, Francis T.  
Hurley, Daniel J.

Jack, William D.  
Jenal, Francis P.  
Johnson, Oscar W.

Kane, Louis M.  
Kehoe, Nicholas R.  
Kennedy, Bernard A.  
Kennedy, Francis  
Kennedy, John M.  
Kennedy, Louis  
Kennedy, Patrick F.  
Kennedy, Richard  
Keyser, George A.  
Kippes, Anton  
Kleyla, Raymond J.

Lanphier, Vernard A.

Leary, Norbert C.  
Lee, George M.  
Lee, James P.  
Lovely, Joseph  
Lynam, John P.  
Lynch, Thomas R.

Malloy, John H.  
Maloney, T. Francis  
Mangan, Leo  
Marx, Norbert  
McCaffrey, Francis O.  
McCaffrey, Hugh  
McCaffrey, C. Joseph  
McCauley, Paul B.  
McCormick, Thomas J.  
McCracken, George F.  
McCreary, John S.  
McGarven, Thomas F.  
McGrath, Charles J.  
McKenna, John F.  
McMahon, James P.  
McNally, Robert E.  
McQuade, Thomas  
McShane, John A.  
McShane, Thomas  
Merten, George H.  
Montgomery, Francis S.  
Morgan, Charles J.  
Mullen, John T.  
Mullen, William P.  
Murphy, J. Harry

Oberg, Alfred W.  
O'Brien, J. Edward  
O'Connor, Edward  
O'Connor, George  
O'Doherty, Augustine  
O'Donovan, Cornelius

O Malley, Charles E.	Smith, Francis A.
O'Mally, John H.	Smith, Paul J.
O'Neill, Clarence	Spangenberg, Francis H.
O'Neill, James	Spellman, Jeremias
	Sternberg, William P.
Peacock, Cornelius	Stratman, Frederic J.
Peacock, William	Stuart, John A.
Peasinger, Charles	Stuart, Robert
Peir, Aloysius H.	Suing, Hubert P.
Pennington, George	Sullivan, James
Peters, George A.	Sullivan, John P.
Phelan, Patrick	Sullivan, Joseph R.
Prendergast, James F.	
Pritchett, Harold C.	Tanner, Joseph
	Taylor, Edmund C.
Quigley, Willard	Thielen, Charles J.
Quinn, John T.	Thompson, George
	Tracy, Leo J.
Reifenrath, John H.	Tracy, Philip
Ring, Edward	
Roche, Ralph E.	Vana, George
Roche, Roy J.	
Rooney, William P.	Ware, W. Paxton
Ryan, Edward J.	Watters, Farnham E.
Ryan, John W.	Weishar, Matthias
	Weiss, John J.
Schall, William A.	Whalen, Francis J.
Schmidt, Paul J.	
Schopp, J. Walter	Yates, Francis
Slattery, James	Young, William

# Calendar for 1904-1905.

## 1904.

Examinations of "Conditioned" Students.....	Aug. 29, 30, 31.
Entrance Examinations .....	Aug. 30 and Sept. 1.
Opening of Classes.....	Sept. 6.
Lectio Brevis, Senior Class.....	Sept. 12.
Votive Mass of the Holy Spirit.....	Sept. 13.
Reading of Regulations.....	Sept. 13.
First Meeting of the Sodality.....	Sept. 17.
Opening Exercises of the C. O. A.....	Sept. 21.
Opening Exercises of the C. L. S.....	Sept. 22.
Anniversary Mass of Mrs. John A. Creighton.....	Sept. 30.
Specimen in Logic—Senior Class.....	Oct. 19.
First Quarterly Competitions.....	Oct. 21, 31.
"Concertationes" begin in the Academy.....	Nov. 2.
Orations for the Inter-Collegiate Oratorical Contest to be Submitted .....	Nov. 4.
Founder's Day .....	Nov. 5.
Specimens begin in the College.....	Nov. 14.
Thanksgiving Day .....	Nov. 24.
Feast of the Immaculate Conception—Sodality Day.....	Dec. 8.
Public Contest in Oratory.....	Dec. 9.
College Play by the C. D. C.....	Dec. 14.
Second Quarterly Competitions.....	Dec. 14-22.
Christmas Holidays.....	Dec. 23.

## 1905.

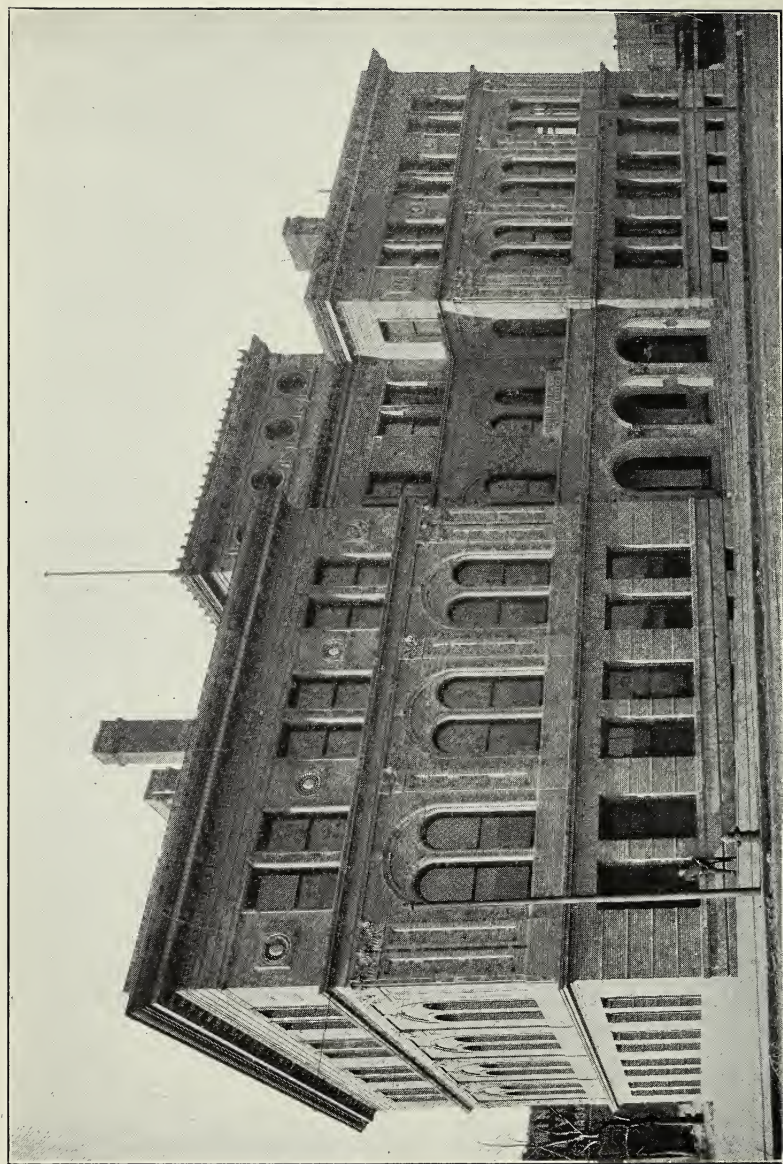
Opening Classes.....	Jan. 3.
Anniversary Mass of Mrs. Mary Lucretia Creighton.....	Jan. 23.
Semi-Annual Examination—Senior Class.....	Jan. 27.
Intercollegiate Oratorical Contest.....	Jan. 29.
Washington's Birthday.....	Feb. 22.
Third Quarterly Competitions.....	Feb. 23-Mch. 2.
Easter Recess.....	Apr. 20-25.
Fourth Quarterly Competitions.....	Apr. 26-May 6.
Preliminary Contests in Elocution.....	May 8, 9, 10.
Opening of Annual Review.....	May 19.
Public Contest in Elocution.....	May 24.
Memorial Day.....	May 30.
Annual Examinations.....	June 12-19.
Academic Commencement .....	June 20.
Feast of St. Aloysius.....	June 21.
Collegiate Commencement .....	June 21.











CREIGHTON MEDICAL COLLEGE.

THE  
JOHN A. CREIGHTON MEDICAL COLLEGE

*MEDICAL DEPARTMENT*  
...OF...  
*THE CREIGHTON UNIVERSITY*  
*OMAHA, NEBRASKA*



1904-1905

# Calendar.

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1904.

September 19—Examinations for students without proper credentials.

September 20—Tuesday morning, at 9 o'clock, the Session begins.

November—Thanksgiving Day—Holiday.

December 23—Saturday evening, Christmas recess begins.

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1905.

January 4—Wednesday morning, Lectures resumed.

February—Washington's birthday—Holiday.

May 2—Commencement Exercises.

May 8—Summer Session opens.

June 30—Summer Session closes.



## Board of Regents.

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REV. M. P. DOWLING, S. J.....President of the University  
DEWITT C. BRYANT, A. M., M. D.....Dean and Secretary  
A. W. RILEY, A. M., M. D.....Treasurer  
J. S. FOOTE, A. M., M. D.  
CHAS. C. ALLISON, M. D.

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## Faculty.

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PAUL GROSSMAN, A. M., M. D.....Corner 17th and Douglas Sts.  
*Professor Emeritus of Medicine.*  
J. H. PEABODY, A. M., M. D.....24th and Farnam Sts.  
*Professor Emeritus of Military Surgery.*  
A. H. CARTER.....Council Bluffs  
*Professor Emeritus of Diseases of Children.*  
D. C. BRYANT, A. M., M. D., Dean.....McCague Building  
*Professor of Ophthalmology, Oculist and Aurist to St.  
Joseph's and Mercy Hospitals.*  
A. W. RILEY, A. M., M. D.....Brown Block  
*Professor of Principles and Practice of Medicine and Clinical  
Medicine. Physician to St. Joseph's and  
Douglas County Hospitals.*  
B. F. CRUMMER, M. D.....Continental Block  
*Professor of Principles and Practice of Medicine and Clinical  
Medicine. Physician to St. Joseph's Tospital.*  
J. P. LORD, M. D.....Paxton Block  
*Professor of Principles and Practice of Surgery and Clinical  
Surgery, and Orthopedic Surgery. Surgeon to  
Joseph's Hospital.*  
CHAS. C. ALLISON, M. D.....Creighton Block  
*Professor of Principles and Practice of Surgery, and Clinical  
Surgery. Surgeon to St. Joseph's and Wise  
Memorial Hospitals.*  
T. B. LACEY, M. D.....Council Bluffs  
*Professor of Surgery (Fractures and Dislocations). Surgeon  
to St. Bernard's and Mercy Hospitals, Northwestern,  
Omaha and St. Louis and Illinois  
Central Railroads.*  
H. P. HAMILTON, M. D.....McCague Building  
*Professor of Clinical Surgery and Surgical Pathology. Surgeon  
to St. Joseph's Hospital and Douglas County Hospital.*  
FREDERICK RUSTIN, A. B., M. D.....Paxton Block  
*Professor of Surgical and Regional Anatomy and Clinical Surgery.  
Surgeon to St. Joseph's Hospital.*

THE JOHN A. CREIGHTON MEDICAL COLLEGE.

---

- H. B. JENNINGS, M. D.....Council Bluffs  
*Professor of Applied Therapeutics. Physician and Surgeon to  
 Mercy and St. Bernard's Hospital.*
- J. M. BARSTOW, M. D.....Council Bluffs  
*Professor of Materia Medica. Physician to St. Bernard's and  
 Mercy Hospitals.*
- W. O. HENRY, M. D.....McCague Building  
*Professor of Gynecology. Gynecologist to St. Joseph's Hospital.*
- CHARLES ROSEWATER, M. D.....Bee Building  
*Professor of Obstetrics. Obstetrician to Douglas County Hospital.  
 and Wise Hospital.*
- S. K. SPALDING, M. D.....McCague Building  
*Professor of Diseases of the Mind and Nervous System. Physician  
 and Neurologist to St. Joseph's Hospital.*
- J. I. GREEN, M. D.....Lincoln, Neb.  
*Lecturer on Jurisprudence of Insanity. Superintendent of State  
 Asylum for Insane, Lincoln, Neb.*
- H. CLAYTON SUMNEY, M. D.....Karbach Block  
*Professor of Dermatology, Syphilology and Genito-Urinary  
 Diseases. Dermatologist to Douglas County Hospital.*
- H. LESLIE BURRELL, M. D.....McCague Building  
*Professor of Otology, Rhinology and Laryngology. Oculist to St. Ber-  
 nard's and Douglas County Hospitals and St. Joseph's Hospital.*
- E. C. HENRY, M. D.....McCague Building  
*Professor of Anatomy. Gynecologist to Douglas County Hospital  
 and St. Joseph's Hospital.*
- F. E. COULTER, M. D.....McCague Building  
*Clinical Professor of Diseases of the Mind and Nervous System.  
 Neurologist to St. Joseph's and Mercy Hospitals.*
- J. S. FOOTE, A. M., M. D.....McCague Building  
*Professor of Physiology, Histology, Pathology and Clinical  
 Microscopy. Pathologist to St. Joseph's Hospital.*
- MILLARD LANGFELD, A. B., M. D.....McCague Building  
*Embryology, Professor of Bacteriology and Bacteriologist to  
 Omaha City Board of Health.*
- CHAS. F. CROWLEY, A. M., Ph. C., M. D....Creighton Medical College  
*Professor of Chemistry and Toxicology and Skiagraphy.  
 Chemist to Omaha Board of Health.*
- CHARLES COPPENS, S. J.....Creighton University  
*Professor of Medical Jurisprudence.*
- R. D. MASON, M. D.....Brown Block  
*Professor of Rectal Surgery. Surgeon to St. Joseph's Hospital.*
- W. R. HOBBS, M. D.....Sherman Avenue and Kyner Street  
*Clinical Professor of Medicine. Dispensary Clinic.*
- LEROY CRUMMER, B. S., M. D.....Continental Block  
*Associate Professor of Medicine. Physician to St. Joseph's Hospital.*
- W. L. DAYTON, M. D.....Lincoln  
*Associate Professor of Ophthalmology.*

- F. W. HOUGHTON, M. D.....Council Bluffs  
*Professor of Diseases of Children. Physician to  
Mercy and St. Bernard's Hospitals.*
- T. J. MAHONEY, LL. B.....Paxton Block  
*Lecturer on Medical Law.*
- A. H. HIPPLE, D. D. S.....Bee Building  
*Lecturer on Oral Surgery.*
- A. P. CONDON, M. D.....N. Y. Life Bldg.  
*Associate Professor of Surgery (Fractures and Dislocations.)  
Lecturer on Bandaging and Surgical Appliances.  
Surgeon to Mercy Hospital.*
- F. T. SEYBERT, M. D.....Council Bluffs  
*Didactic and Clinical Lecturer on Mental Diseases; Physician  
and Surgeon to St. Bernard's and Mercy Hospital.*
- R. E. SCHINDEL, M. D.....South Omaha  
*Lecturer on Diseases of Stomach.*
- CHAS. O'NEILL RICH, B. S., M. D.....McCague Building  
*Associate Professor of Anatomy.*
- RUDOLPH RIX, M. D.....McCague Building  
*Associate Professor of Anatomy.*
- PAUL ELLIS, M. D.....24th and Ames Avenue  
*Assistant in General Medicine.*
- J. HELLWIG, M. D.....Karbach Block  
*Assistant in Dermatology, Syphilology and Genito-Urinary Diseases.*
- E. DELANEY, M. D.....South Omaha, Neb.  
*Assistant in Bacteriology.*
- MARY STRONG, M. D.....  
*Demonstrator in Obstetrics.*
- C. M. SCHINDEL, M. D.....South Omaha  
*Lecturer on Clinical Surgery. Dispensary Clinic.*
- B. M. RILEY, M. D.....Douglas Block  
*Instructor in Medicine.*
- F. W. LAKE, M. D.....Brown Block  
*Instructor in Medicine.*
- J. M. MAYHEW, M. D.....Lincoln, Neb.  
*Special Lecturer on Diagnosis.*
- J. A. CUMMINGS, B. S., M. D.....McCague Building.  
*Demonstrator in Anatomy.*
- M. J. FORD, M. D.....McCague Building.  
*Demonstrator in Anatomy.*
- F. E. FITZGERALD, M. D.....Brown Block.  
*Demonstrator in Anatomy.*
- A. S. PINTO, M. D.....Karbach Block.  
*Demonstrator in Anatomy and Special Lecturer on Tropical Diseases.*

## Staff of St Joseph's Hospital.

---

J. P. LORD, M. D.....	Surgery
H. P. HAMILTON, M. D.....	Surgery
R. D. MASON, M. D.....	Rectal Surgery
FREDERICK RUSTIN, A. B., M. D.....	Surgery
CHAS. C. ALLISON, M. D.....	Surgery
A. W. RILEY, A. M., M. D.....	Medicine
B. F. CRUMMER, M. D.....	Medicine
F. E. COULTER, M. D.....	Medicine
S. K. SPALDING, M. D.....	Medicine
LE ROY CRUMMER, B. S., M. D.....	Medicine
W. O. HENRY, M. D.....	Gynaecology
E. C. HENRY, M. D.....	Gynaecology
D. C. BRYANT, A. M., M. D.....	Eye and Ear
H. L. BURRELL, M. D.....	Nose and Throat
PAUL GROSSMAN, A. M., M. D.....	Consulting Physician
J. S. FOOTE, A. M., M. D.....	Pathologist
CHARLES F. CROWLEY, A. M., PH. C., M. D.....	Skiagrapher

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## Staff of Douglas County Hospital.

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FREDERICK RUSTIN, M. D.....	Surgeon
A. W. RILEY, A. M., M. D.....	Medicine
H. P. HAMILTON, M. D.....	Surgery
CHAS. C. ALLISON, M. D.....	Surgery
C. ROSEWATER, M. D.....	Obstetrics
H. C. SUMNEY, M. D.....	Dermatology
H. L. BURRELL, M. D.....	Eye and Ear

## Staff of College Clinic and Dispensary.

---

J. P. LORD, M. D.....	Clinical Surgery
H. P. HAMILTON, M. D.....	Clinical Surgery
CHAS. ALLISON, M. D.....	Clinical Surgery
E. C. HENRY, M. D.....	Clinical Surgery
R. D. MASON, M. D.....	Clinical Surgery
FREDERICK RUSTIN, A. B., M. D.....	Clinical Surgery
W. O. HENRY, M. D.....	Clinical Gynæcology
H. LESLIE BURRELL, M. D.....	Eye, Ear, Nose and Throat
H. CLAYTON SUMNEY, M. D.....	Genito-Urinary and Skin Diseases
B. F. CRUMMER, M. D.....	Clinical Medicine
LEROY CRUMMER, B. S., M. D.....	Clinical Medicine
W. R. HOBBS, M. D.....	Clinical Medicine
CHARLES O'NEILL RICH, B. S., M. D.....	Clinical Medicine
FRED J. WEARNE, M. D.....	Clinical Medicine
C. W. POLLARD, A. B., M. D.....	Diseases of Children
J. HELLWIG .....	Genito-Urinary
RUDOLPH RIX.....	Clinical Neurology

## Staff of Mercy Hospital.

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### SURGICAL.

T. B. LACEY, M. D.  
F. T. SEYBERT, M. D.  
H. B. JENNINGS, M. D.  
A. P. CONDON, M. D.  
W. P. HAMBACH, M. D.  
J. H. COLE, M. D.

### MEDICAL.

J. M. BARSTOW, M. D.  
H. B. JENNINGS, M. D.  
F. W. HOUGHTON, M. D.  
F. E. COULTER, M. D.  
J. H. CLEAVER, M. D.  
C. H. BOWER, M. D.

### NEUROLOGICAL.

J. M. BARSTOW, M. D.                      F. T. SEYBERT, M. D.

### OPHTHALMOLOGY.

D. C. BRYANT, M. D.

### OTOLOGY AND LARYNGOLOGY.

H. L. BURRELL, M. D.

## Staff of St. Bernard's Hospital.

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J. M. BARSTOW, M. D.                      F. T. SEYBERT, M. D.  
F. E. COULTER, M. D., Consultant.



THE

# JOHN A. CREIGHTON MEDICAL COLLEGE

-AND-

## CREIGHTON MEMORIAL HOSPITAL.

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### HISTORICAL.

In 1892 the Hon. John A. Creighton signified his willingness to found the Medical Department of Creighton University. To carry out his idea, the Board of Trustees held a meeting May 3d, 1892, and unanimously resolved to establish the "John A. Creighton Medical College" as a department of the University. This action was taken in virtue of an act of the Legislature, passed February 27, 1879, giving the University authorities power to "erect, within, and as departments of said institutions, schools and colleges of the arts, sciences and professions, as to them may seem proper." The funds necessary for maintaining the college, until it was on a paying basis, were guaranteed by the founder. It was the first institution in this section to require a four years' course of medicine.

Pending the erection of a commodious structure the college found a temporary home at Twelfth and Mason streets, in the old St. Joseph's Hospital, which had been vacated on the completion of the Creighton Memorial Hospital.

This magnificent Hospital was founded in 1888, by Mrs. Sarah Emily Creighton, who bequeathed to the Franciscan Sisterhood \$50,000 towards the construction of a building. Mr. Creighton took up as a labor of love the project initiated by his noble wife and determined to make it a worthy memorial of her. Besides donating the ground on which the edifice stands, he added three-fold to the amount of the original legacy, insuring thereby the construction of the best and most elegant hospital in the West.

By an arrangement made with the Sisters in charge of the hospital, through the good offices of the founder of the Medical School, all clinical material and advantages have from the beginning been reserved, and will continue to be devoted in perpetuity to the exclusive use of the Faculty and Students of the John A. Creighton Medical College.

Though the temporary quarters of the College furnished all the facilities essential for practical teaching, it soon became evident that something better was needed to meet the requirements of the rapidly increasing number of students. It had long been the cherished wish and intention of the Hon. John A. Creighton to build a permanent home for the Department of Medicine, and thus unite the two institutions, the Creighton University and the Creighton Memorial Hospital. Through his liberality such a building was completed and ready for use in October, 1898. The building is situated on the northwest corner of Fourteenth and Davenport streets, where it stands a monument to its founder, an inspiration to the Medical profession and an ornament to the city. The building, furniture and equipment cost about \$70,000, without counting the value of the ground. After

the completion of the College, an operating building, with a large amphitheater, the only one in the city, was erected in connection with the hospital for the use of the professors and students, at a cost of \$10,000. A description of this building will be found in this catalogue.

The Creighton Medical Bulletin was started in February, 1898. It is mainly a students' enterprise, carried on under the direction of the Faculty. The periodical has been ably conducted and enjoyed uninterrupted success. It affords the students an opportunity to write papers for publication.

### GENERAL STATEMENT.

The twelfth annual course of study will begin on Tuesday, September 20th, 1904, at 9 a. m., and will close May 1st, 1905.

The college year is divided into two semesters: the first beginning September 20th and ending December 23rd; the second beginning January 4th, and ending May 21st.

The school is undenominational and men and women are admitted on the same terms. The required period of study for the degree of Doctor of Medicine is four years: seven and one-half months constituting the school year. The studies are graded, so far as practicable, throughout the four years and the grading is arranged with reference to the relation which the subjects bear to each other.

The work of the first two years deals with the scientific or laboratory branches; while that of the last two years deals with the principles and practice of medicine and surgery, their associated specialties and the application of scientific methods to clinical experience.

It is desirable that all students matriculate before the beginning of the term and necessary that they begin work on the first day of the term. Any other arrangement impedes the progress of the student, as the most important part of a course of study of an unfamiliar branch is the first part.

### SPRING TERM.

In addition to the regular term of seven and one-half months, a spring course of two months in first and second year work is continued from close of winter term to last of June. This short course gives students, deficient in time or work, an opportunity to make up such deficiency and also allows physicians already in practice, who have only a short time to spare from their professional duties, to renew their acquaintance with laboratory work, and to familiarize themselves with whatever new things there are in Histology, Pathology, Bacteriology, Chemistry etc.

### REQUIREMENTS FOR ADMISSION.

The requirements for matriculation in every college belonging to the Association of American Colleges are set forth in Article III. of the Constitution, as follows:

"SECTION 1. Colleges, members of this Association, shall require of all matriculates an examination as follows: 1. An English composition in the handwriting of the applicant of not less than two hundred words, said composition to include construction, punctuation and spelling. 2. Arithmetic: Fundamental rules, common and decimal fractions, and ratio and proportion. 3. Algebra: Through quadratics. 4. Physics: Elementary (Gage). 5. Latin: An amount equal to one year's study as indicated in Harkness' Latin Reader.

"SEC. 2. Graduates or matriculates of reputable colleges, or high schools of the first grade, or normal schools established by State authority, or those who may have successfully passed the entrance examination provided by the statutes of the State of New York, may be exempted from the requirements enumerated in Section 1.

"SEC. 3. Students conditioned in one or more of the branches enumerated as requirements for matriculation shall have time until the beginning of the second year to make up such deficiencies; provided, however, that students who fail in any of the required branches in this second examination shall not be admitted to a second course.

"SEC. 4. Colleges granting final examination on elementary subjects to junior students shall not issue certificates of such final examination, nor shall any member of this association confer the degree of Doctor of Medicine upon any person who has not been first examined upon all the branches of the curriculum by the Faculty of the college granting the degree.

"SEC. 5. Candidates for the degree of M. D. in 1899, or thereafter, shall have pursued the study of medicine for a period of not less than six months' duration each. It is provided, however, that the following classes of students may apply for advanced standing:

"a. Graduates of recognized colleges and universities who have completed the prescribed course in chemistry and biology therein.

"b. Graduates and matriculates of colleges of homeopathy.

"c. Graduates and matriculates of colleges of eclectic medicine.

"d. Graduates and matriculates of colleges of dentistry requiring two or more courses of lectures before conferring the degree of D. D. S. or D. M. D.

"e. Graduates and matriculates of colleges of pharmacy.

"f. Graduates and matriculates of colleges of veterinary medicine."

"All students shall be required to comply with the provisions of the entrance examination and prove their fitness to advanced professional standing by an individual examination upon each branch below the class he may desire to enter."

Applicants for advanced standing must pass the entrance examinations or present the usual equivalents. They must furnish satisfactory evidence of the time spent and subjects covered in previous studies before they are eligible to the advanced grade. Graduates in arts, philosophy or science who have pursued studies in chemistry, physiology, anatomy or histology during their undergraduate course may receive credit for such work as is the equivalent of the course in these studies in the first year.

## THE COLLEGE BUILDING.

The College is located on the corner of Fourteenth and Davenport streets, five minutes' walk from the important business district of the city. Two street car lines pass in front of the building, one of which connects directly with the line running to the St. Joseph's Hospital.

The College building has a basement and three stories, with a central extension, making that part four stories in height.

The ground surface covered it 132x66 feet, with an east frontage of 132 feet, and a south frontage of 66 feet.

The design of the exterior of the building, being a modern adaptation of the Italian Renaissance, deals with the basement as the base, the first story as the pedestal, and the second story as the shaft and the third story as the frieze of the monument, the whole being crowned with a cornice, which in turn is ornamented with dentals and consoles.

The entrance on the east side leads through an arcade under the open portico, which is 10x32 feet in size, then through the vestibule doors into the grand stairway-hall, at the further end of which a double stairway will be seen to lead to the upper stories.

On the first floor to the south are the recreation and reception rooms for the students and the Faculty, and on the same floor to the right of the stairway-hall are the different rooms for the "outdoor" clinics, and the "drug store."

Two lecture halls, each 28x46 feet, occupy the north half of the second floor, while the south half contains the laboratories for Physiology, Histology and Bacteriology.

On the third floor to the north is an amphitheatre, 57x46 feet in area, and 20 feet in height, with 350 seats.

The south half of this floor contains the chemical and pharmaceutical laboratory.

On the fourth floor in the central extension is the dissection room, with widows on all four sides.

An elevator runs from the basement to the fourth floor.

All necessary minor apartments, such as the museum, instrument rooms, private rooms, toilet rooms etc., are carefully provided for.

The interior is finished in hard wood and patent plaster; speaking tubes and call bells are provided.

The plumbing is made an object lesson of cleanliness and sanitation.

Particular attention is paid to the lighting, heating and ventilation of each school room, it being the intention to change the air in these rooms not less than six times per hour.

This building is, in every respect, a model of what is needed for a medical school.



## LABORATORIES AND APPARATUS.

The laboratories, lecture rooms and dissecting room are large and commodious, and are furnished in an up-to-date style with everything necessary to the proper teaching of modern medicine.

In the Pathological and Histological laboratories, each student is assigned a desk, with locker and key. He is furnished a microscope fitted with eye-pieces and two objectives, to which are added, in the Bacteriological laboratory, an Abbey condenser and 1-12-inch oil-immersion lens. The microscopes are nearly all new and of latest patterns, and were purchased from the well known makers, Bauch & Lomb, Leitz, Zeiss, and Reichert; they represent an expenditure of between \$4,000 and \$5,000.

Besides a microscope, each student is loaned dishes, glassware, section-lifters, and such other apparatus as is necessary for the work. Sections of histological and pathological specimens furnished during the courses are the property of the student; and it is expected will be preserved for future reference.

The Chemical and Bacteriological laboratories are fully equipped; desks, lockers and keys, test-tubes, etc., being sufficient to supply each student a working outfit.

In every laboratory it is the aim to supply each student a complete equipment, so that thorough individual work, experience and practice in the use of the scientific accessories to medical investigation, may be obtained.

The anatomical department is provided with a large refrigerating apparatus for the preservation of dissecting material. By means of it a uniform low temperature is maintained and the material is kept in proper condition for dissection and demonstration and at the same time free from the odors so common in the ordinary dissecting room. The apparatus is manufactured by the Linde Refrigerating Company and possesses the advantage over the ordinary cold storage plant of not only maintaining the proper temperature, but also a constant change of air, thereby preventing the accumulation of foul odors. In this manner fifty bodies may be prepared for the use of the department.

A Zeiss projection apparatus has been procured to facilitate the demonstration of those objects in a medical course which are inadequately presented by charts or diagrams. It is of the latest improved type and is adapted to lantern work, the projection of opaque objects and microscopic sections.

The institution possesses one of the largest Toepler-Holtz machines in the country and is employed in the demonstration of the X-ray in medicine and surgery.

The laboratories are 64x28 and have a working capacity of sixty students. They are furnished with fifty microscopes from the factories of Bauch & Lomb, Leitz, Reichert and Zeiss. Each student will be provided with a microscope, with a drawer, dishes, stains and sections. A system of models made on the tube plan of structure is provided for the demonstration of class work. Charts and outlines are also supplied.



This laboratory, 28x64, is fully supplied with all the working apparatus of the modern laboratory.

This room, 28x64, is provided with study tables, microscopes with oil immersion lenses, Grubler stains, dishes, platinum loops, etc., with sterilizer incubator-test tubes and cultures of micro-organisms.

## CROWELL CABINET

The need of reviewing, from time to time, the principles of physics has necessitated the introduction of many pieces of physical apparatus; but in order to surely cover the whole field, the college last year purchased a Crowell cabinet, consisting of two hundred and forty adjustable and interchangeable pieces with which can be performed any of the experiments in the various divisions of Physics. This novel combination allows of the easy demonstration of optics, acoustics, electricity, magnetism, and thermics, of dynamics as applied to mechanics, hydrostatics and pneumatics, the principles of which must be thoroughly understood by the student for the mastery of the science and art of the practice of medicine.

## REQUIREMENTS.

Students are required to attend all the lectures and laboratory exercises of the session. If they are unable to do this on account of sickness or other real cause of absence they must notify their respective teachers and ask to be excused.

The standing of students is determined by the results of recitations, written examinations and laboratory work. It is indicated by the terms "passed" or "conditioned." If conditioned, the condition must be removed before the student can begin the work of the following year. No student will be admitted to the fourth year who is conditioned in any of the studies of the first and second years. Students must pass a majority of the studies of any one year in order to classify in the next succeeding year. Habitual absence without a satisfactory excuse, continued indifference to study or persistently poor scholarship may subject the student to temporary or permanent suspension.

In each laboratory course the student will be assigned a certain amount

In each laboratory course the student will be assigned a certain amount of apparatus and material for which he will be held responsible. At the end of each course the apparatus must be returned in good condition. Unnecessary damage to college buildings or property must be paid for by those by whom such damage has been committed. A breakage fee sufficient to cover the cost of apparatus will be collected at the beginning of the term, the same to be returned at the close of the term if such apparatus is in proper condition.

The student's capability to advance from one year's work to another is judged from the credits received in recitation, in quizzes, laboratory work, attendance, written examinations and deportment. Written final examinations will be held in the studies of each year.

## MUSEUM.

In the new College building there is a room prepared for the preservation of anatomical and pathological preparations, casts, specimens and such material as will be of interest in the various departments of Medicine.

Anyone having such specimens which he wishes preserved can place them in this room with his name attached, and with such histories or remarks as he chooses to give. There is thrown away every year a large number of interesting specimens, from which much could be learned, if they were only classified and accessible.

The College will consider it a favor if these specimens are forwarded to the Pathological department.

## GENERAL PLAN OF INSTRUCTION.

Work in the dissecting room, in the laboratory, at the bed-side, demonstrations, clinics, lectures and recitations are the main features of the methods of instruction. The didactic lecture is used as a means of instruction in all subjects which require elucidation. The quiz forms one of the most important parts of the course; a part of each hour of instruction is devoted to it, or the whole hour at the termination of the lectures on a subject.

The work of each year is as nearly complete in itself as it is possible to make it, and examinations and credits are given as the work progresses. The student is marked according to his knowledge of a subject, and the term standing determines the advancement of the pupil, therefore a punctual attendance is essential to a good standing.

The first years of the medical course are devoted mainly to the fundamental medical sciences, the larger part of the time being spent in the laboratories. The studies of the first year are anatomy, histology, physiology, materia medica and chemistry. The study of anatomy, chemistry and physiology is continued into the second year; in addition, pathology, applied therapeutics, pharmacology and toxicology, hygiene and state medicine are studied. A practical course in bacteriology, with the chief emphasis upon its hygienic and medical bearing, is given during the first three months of this year; also, during the last six weeks of the year, the student is instructed in the methods of physical examinations of the thorax and abdomen. Upon the student's success in the work of the first two years will depend his success in all future medical study.

During the third year the general principles of the practical branches of medicine and surgery, including its special branches, are taught by didactic lectures, recitations and quizzes. The knowledge thus gained by the student is put to a practical test in the hospital and dispensary clinics.

During the fourth year the study of the same branches is continued. Nearly all the instructions given, however, is by clinics, clinical lectures, and quizzing. Students are required to examine, make diagnosis, and prescribe for the patient suffering from all forms of diseases, thus familiarizing themselves with practical work of the profession they are about to enter. Ample material for instruction is furnished by the St. Joseph's, Mercy, Douglas county, and St. Bernard's Hospitals and the dispensary clinics.

Electro-therapeutics, hydrotherapy, massage and suggestive therapeutics are given as much prominence in the course as the merits of each special branch deserves.

Attendance upon the hospital and dispensary clinics is obligatory with students of the third and fourth years.

The instruction is classified under the following heads:

Anatomy.	Physiology.
Chemistry.	Materia Medica and Therapeutics.
Pathology.	Bacteriology.
Neurology.	Dermatology.
Practice of Medicine.	Surgery.
Obstetrics.	Gynæcology.
Diseases of Children.	Ophthalmology.
Otology.	Laryngology.
	Venereal Diseases.

## ANATOMY.

*First and Second Year.*

- I. Splanchnology, Myology, Osteology and Syndesmology—four hours a week for thirty weeks. Profs. E. C. Henry and C. O'N. Rich.
- II. Laboratory course, dissection of the human body—fifteen to eighteen hours a week. Profs. C. O'N. Rich and Rudolph Rix.
- III. Visceral and Topographical study of the thorax and abdomen, demonstrations—four hours a week for six weeks. Prof. C. O'N. Rich.
- IV. Angeiology and Anatomy of Hymphatics—two hours a week for eight weeks. Prof. Rudolph Rix.
- V. Anatomy of Nervous System, the encephalon, cord, gangliae and nerves, including all subdivisions, are thoroughly demonstrated by means of specimens, dissections, models, charts and casts. Gross, minute and applied anatomy are given special attention in order that the student may become familiar with the entire subject in detail—two hours a week for twenty-two weeks. Prof. Rudolph Rix.

## PHYSIOLOGY.

*First and Second Year.*

Three hours per week for thirty weeks. The course consists of the study of the cell, of the good of adaptability, of the irritability and contractility of protoplasm, of the physiological division of labor, of the chemistry of the animal body, of the structure and function of the secreting glands, of the phenomena of circulation, digestion, respiration, metabolism, thermogenesis, nutrition and diet, internal and external secretions and of reproduction; also the relation of function to structure, the general plan of the animal body and the physical problems which arise in the exhibition of energy will be considered. Quizzes will be held at frequent intervals and papers read before the class. The papers are prepared by the students and are subject to the criticism of the teacher and class.—PROF. J. S. FOOTE.

## HISTOLOGY.

### *First Year.*

The course in Histology embraces the practical study of cells, tissues and organs by means of outlines, models, projection apparatus and sections. The laboratory, 28x64 feet, accommodates sixty students. Each student is provided with a microscope, with drawer for boxes, slides, covers, needles, etc., necessary for microscopic work. The stains are provided. The student is expected to furnish his own slides, boxes, and covers, and the specimens, as they are mounted, become his own property. Four hours a week for thirty weeks are devoted to the study. The instruction consists, first, of a series of outlines or word pictures, giving in a concise manner the cell, tissue and organ structure; second, of models colored to represent the stained parts and so made that all the tube structures may be built up and demonstrated; third, of a new, improved Zeiss projection apparatus, by which the sections may be demonstrated, and fourth, of sections which are studied with the microscope. This combination of the word picture, model picture, projection picture, and real picture, constituting a demonstration of animal structure easy of comprehension and successful.—PROF. J. S. FOOTE.

## PATHOLOGY.

### *Second Year.*

Four hours for thirty weeks. Distinctions between pathology and pathological anatomy, physiological and pathological phenomena; study of the cell under usual and unusual irritants, relation of irritability to disease, the irritants which initiate pathological processes, the products of irritants, the modification of internal secretion and the appearance of the phenomena which arise from such modification, consideration of degenerations, inflammations and tumors, of disease classification, of the effects of irritants upon tissue growth and degeneration, of the secreting gland type of structure in the animal body, of the capillary area where vital processes occur, and of the constancy of pathological process attending the phenomena disease. Quizzes are held frequently. The laboratory occupies the entire south frontage of the building (66 feet) and is equipped with microscopes and accessories in sufficient number and quality to insure a good working capacity. The Zeiss projection apparatus will be used in demonstration.—PROF. J. S. FOOTE.

## EMBRYOLOGY.

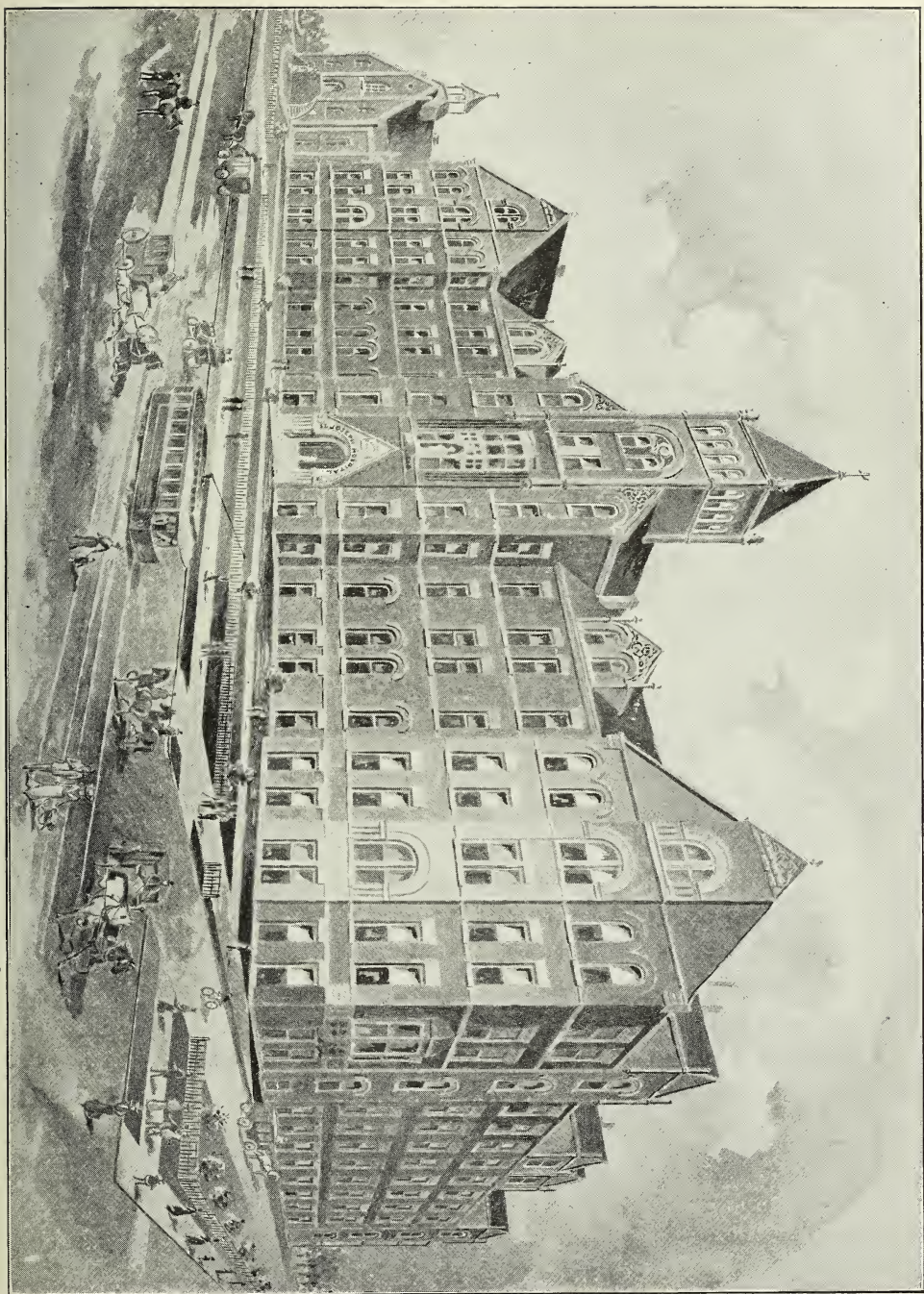
### *First Year.*

The course in Embryology will consist of lectures and laboratory instruction. A careful study of the embryology of the chick will form the basis for a more rapid study of other embryological types. Fresh and preserved specimens of various animals will be used to illustrate the morphology of the embryo.

In the lectures comparative embryology will be fully treated to enable the student to comprehend the details of human embryology, the purpose of the course.

Lectures and Laboratory instruction will also deal with impregnation of the ovum; its implantation in the uterus; the formation of the placenta and associated embryonic structures. Prof. Millard Langfeld.





CREIGHTON MEMORIAL—St. Joseph's Hospital.





## GROSS PATHOLOGY.

*Fourth Year.*

A thorough course in Post Mortem Technique is given at the morgue at hospital. Each student is trained in the proper method of making autopsies. Each student is taught the necessity of methodical and systematic work and the close observation in post mortem examinations. Macroscopical specimens of interest obtained here can be still further examined, microscopically, at the pathological laboratory. Students are notified when their presence is required at the morgue.

## CHEMISTRY.

*First and Second Year.*

- I. During the first year lectures are given three times a week in general chemistry and chemico-physics so as to cover the ground necessary to furnish a working foundation to the student for the successful understanding of *materia medica*, bacteriology, physiology, etc.—**PROF. C. F. CROWLEY.**
- II. Twelve hours a week the student comes into immediate contact with chemical reactions and experimental work in the laboratory (28x64 feet), where each student is furnished with a table supplied with all the appliances requisite for a practical course in qualitative analysis. This latter is followed by work in quantitative methods. Considerable stress is laid upon this part of the work, as it furnishes a logical training whereby the student becomes an independent worker and thinker. Here, too, the identification of the inorganic poisons is taken up.—**PROF. C. F. CROWLEY.**
- III. The work of the second year is both didactic and experimental. Organic chemistry is studied in the first semester with laboratory work three hours a week, making the student familiar with the hydro-carbons and their place in the chemical and medical world. The study of alkaloids forms no little part of this semester's work, as does also the chemistry of the toxic substances of the *materia medica*. Following this, special time is given to the consideration of proteids, carbohydrates, fats, and salts, of the salivary, gastric, pancreatic, and intestinal secretions, of enzyme action, of blood, sweat, lymph, bile, and milk. The second semester is devoted largely to urine analysis, based upon the chemistry of foods.—**PROF. C. F. CROWLEY.**

Special facilities are offered for work of a research nature along original lines. An opportunity is also furnished for the analysis of various water supplies, food, etc.

## HYGIENE.

*Second Year.*

This branch is taught by lectures and laboratory work.

- I. Lectures, on air, soil, heat, climate. Also on heating, ventilating, lighting, and the supplying of water and sewerage for houses and cities. Dietetics and clothing. Exercise and baths. Hygiene of schools, prisons and hospitals. One hour per week.
- II. Laboratory work. Examination of water, air, foods, beverages, clothing, soils, etc.

## BACTERIOLOGY.

### *Second Year.*

- I. Bacteriology, study of the relationship of bacteria to other micro-organisms and to disease; of the biological and morphological characteristics of bacteria; of the methods of separating one species from another and from unknown species; methods of determining pathogenic properties; bacterial toxins; immunity; serums; serum diagnosis and serum-therapy; disinfection and germicidal values. Especial care is taken to teach each student how to stain and diagnose the organisms of tuberculosis, gonorrhœa, and diphtheria, and perform the Widal test for typhoid fever. No student is passed in this class unless he can give practical demonstrations of his proficiency in this regard. Microscopes equipped with oil-immersion lenses, test-tubes, and other apparatus, are supplied, and responsibility for their return in good condition rests with the student. Laboratory work and lectures six hours a week for three months. Recitations once per week during the term.—PROF. MILLARD LANGFELD.

## THEORY AND PRACTICE OF MEDICINE.

### *Third Year.*

- I. The course prescribed in the Department of General Medicine has been carefully planned. As the studies of the second year are intended to prepare the student for the study of the Theory and Practice of Medicine, so is this course intended to prepare for the clinical courses of the fourth year. To this end a systematic series of lectures is offered, including such general diseases as are not considered in the special courses. Three hours a week are devoted to these lectures. They comprise a detailed description of each of the diseases under consideration. The diseases are discussed upon the uniform plan of a description of the affection, its symptoms, history, cause, pathological changes, symptoms, complications, diagnosis, prognosis, prevention and treatment. Supplementary to these lectures a quiz-course is held. By such thorough and systematic study of the diseases he is to meet in the clinical courses of the fourth year, the student is prepared to appreciate in the fullest degree the varying phenomena of daily practice.—PROFS. A. W. RILEY and B. F. CRUMMER.
- II. During this term the student also has ample opportunity, in the college and hospital clinics, of putting into immediate use the knowledge obtained in this and previous terms. An important feature in the medical instruction in the junior year is the work in the free dispensary at the college building. The students are divided into sections and each section assigned to several weeks' service during the term. During this service each student has an opportunity to receive personal instruction in the application of knowledge already gained, in physical diagnosis, in methods of differential diagnosis, in symptomatology, in therapeutics, and in prescription writing. The personal contact with patients and individual oppor-

tunity to put in practice the didactic and clinical instruction of the various departments, is considered of the utmost importance by this institution.—PROFS. B. F. CRUMMER and LEROY CRUMMER.

- III. Physical diagnosis will be (a) taught by lectures and recitation one hour a week during term. (b) Lectures on diseases of the blood, ductless glands, kidneys and constitutional diseases, will be given throughout the term. (c) A practical course in history, taking and examination and treatment of patients will be given at college dispensary during term. (d) Bed-side instruction in the hospital wards will be given twice a week during second semester.—DR. LEROY CRUMMER.
- IV. The medical teaching of the senior year is chiefly clinical. The study of medicines and their mode of action is begun before clinical teaching is taken up, as those subjects must be understood before prescriptions for the sick can be comprehended. For the same reason general pathology is taken in the second year, and in the third special pathology is taken up while the recitation course in medicine is being pursued. The object is to introduce first the most fundamental subjects which are tributary to medicine, and end the course with as many practical clinical demonstrations as possible. Medical specialties, such as pediatrics, nervous diseases, etc., are given as per schedule throughout the course. The great amount of clinical experience which the student receives in the senior year prepares him for the practical part of his life's work. Ample material for these clinics is furnished by the hospitals, under the control of this school, and the college dispensary.—DRS. RILEY, B. F. CRUMMER, LEROY CRUMMER, SPALDING and COULTER.

## DISEASES OF CHILDREN.

### *Third and Fourth Year.*

- I. Instruction will be by didactic and clinical lectures. The aim of each instructor will be to present the chief points in the description, differentiation, and treatment of children in a clear and forceful manner. Methods of diagnosis of diseases of children will be compared with methods used with adults. The subjects considered will be the physiology of the infant child, diseases of the newly born, general hygiene of infants and children, infant feeding, especially artificial food modification, diseases of the digestive organs, respiratory organs, liver, genito-urinary organs, and skin. One hour a week for thirty weeks to the third-year class.—DR. C. W. POLLARD.
- II. Lectures on the diseases of the blood, heart, nervous system, specific infectious diseases and constitutional diseases. One hour a week for thirty weeks to fourth-year class—DR. F. W. HOUGHTON.
- III. Clinical instruction two hours a week at the college dispensary and one hour a week to fourth-year students at the Child Saving Institute.



## NEUROLOGY.

### *Third and Fourth Year.*

- I. Didactic lectures, diseases of the brain, cord and membranes; first, those diseases in which no pathological changes are found; second, diseases of known pathology. One hour a week for eight months.—PROF. S. K. SPALDING.
- II. Clinical lectures. Prof. S. K. Spalding, to January —. Prof. F. E. Coulter until end of term.
- III. Mental diseases (a) didactic lectures, study of the forms of insanity, ætiology, pathology (when known), classification, care and treatment. One hour a week for sixteen weeks. (b) Clinical presentation at St. Bernard's Hospital, of such cases as illustrate above condition. One hour a week for eight weeks.—DR. F. T. SEYBERT.

## SURGERY.

### *Third and Fourth Year.*

- I. Throughout the year lectures on the principles and practice of surgery will be given to the third-year class three hours a week. Thorough consideration will be given to general, regional, and operative surgery. Pathological conditions will be studied as the prime factor in the ætiology of surgical diseases. The relation of the collateral branches of science to surgery will be studied, particularly the diagnostic significance of the blood count and of urinary examinations as operative indicators. The science and art of surgery will thus be taken up together.—DRS. J. P. LORD and C. C. ALLISON.
- II. Clinical surgery. Surgical clinics will be held in St. Joseph's Hospital Amphitheater Tuesday and Saturday forenoons throughout the school year. Clinics will also be held Saturday afternoons at Douglas County Hospital. Surgical clinics daily at John A. Creighton Medical College dispensary from 1 to 2 p. m.—DRS. J. P. LORD, C. C. ALLISON, F. RUSTIN, H. P. HAMILTON, or R. D. MASON.
- IV. Surgical pathology, regeneration as the process of repair infective inflammation, suppuration, abscess, ulcer, fistula, pyæmia, septicæmia, tubercle, tumors benign and malignant. One hour a week for thirty weeks to third-year.—PROF. H. P. HAMILTON.
- V. Fractures and dislocations, (a) general considerations, pathology, detailed instruction concerning each, splints, dressings and their application. (b) Shock, causes, pathology, diagnosis, treatment. (c) Anæsthesia, physiological action, administration, phenomena, management of dangerous symptoms. One hour a week for thirty weeks. —PROF. T. B. LACEY.
- VI. Orthopedic surgery. (a) Pathology, deformities and their correction, mechanical principles of appliances, discussion of the various forms of apparatus employed. One hour a week for eight months. (b) Practical instruction at the college clinics and St. Joseph's Hospital. One to three hours a week for thirty weeks.—PROF. J. P. LORD.



VII. Surgical and regional anatomy and operative surgery. This course implies an intricate study of anatomy as related to the relationship between surgical operations and the anatomical structures involved. So far as possible the work will be illustrated by dissections upon the cadaver; a careful dissection of the anatomical part being made to illustrate the surgical subject taken up in the lecture. Two hours a week will be devoted to surgical anatomy, the time being divided irregularly between lectures and quiz work. In this way it is hoped to impress upon the students not only the important relationship, but to bring out facts which are not obtainable in text books. Charts to a great extent will be employed to augment work of dissections, so that the illustrated and practical points may be brought out. By a recent enactment of the legislature, it was voted that all bodies from insane asylums, poor houses, state hospitals, penitentiaries, etc., which are unclaimed for forty-eight hours shall be delivered to the Medical Schools of the state for scientific purposes. This law gives to the John A. Creighton Medical College one-third of all such cases in the state. It will thus be seen that the material for dissection, exploration and surgical anatomy is increased many fold. This feature obviates a system that has long prevailed in our western schools, namely, the necessity of shortening the work of dissections, surgical anatomy, and operative surgery. Operative surgery will be taken up in section work and individual instruction given as far as the material will permit; in this branch operations of an emergency nature will be performed, also capital operations such as are seen in the clinics of the St. Joseph Hospital. Students will be given special instruction in the performance of the various operations, which are illustrated in the different text books on operative surgery.—FREDERICK RUSTIN, M. D.

VIII. Rectal surgery. In this course will be taught the cause, diagnosis, pathology and treatment of all diseases, both medical and surgical, of the rectum, anus and sigmoid, including constipation, hemorrhoids, abscess, fistula, stricture, cancer, ulceration, prolapse, pruritus, congenital malformations, wounds, foreign bodies, impaction, non-malignant tumors, proctitis, irritable ulcer, etc. Instruction will be given by lectures, illustrations, quizzes, and clinical work—DR. R. D. MASON.

VIII. Oral surgery. The lectures on this subject cover not only the ordinary surgical operations performed in the mouth, but such lesions of the jaws and associate parts as are known to exert an influence upon other organs and tissues. While no attempt is made to teach operative dentistry, the diseases of the teeth and gums are discussed and their treatment outlined. The mouth as a source of infection and other reflex disturbances due to diseased teeth are given special attention.—DR. A. HUGH HIPPLE.

### OBSTETRICS.

*Third and Fourth Year.*

I. The subject of obstetrics is taught by lectures, recitations and demonstrations upon the manikin, by drawings and charts and by at-

tendance upon clinical cases of labor. The didactic work is done mainly in the third year, the clinical study in the fourth year. Cases of labor among the poor of the city are referred to two members of the senior class, and they, assisted by the professor or one of his assistants, attend the case, thus giving the student full clinical advantages under circumstances more nearly what he might expect to meet in actual practice than if he were attending merely hospital cases.

- II. The anatomy and physiology of the female generative organs; the development of the embryo and appendages; changes in the maternal organism, pregnancy, its symptoms, normal and pathological; normal labor. Three hours a week until subject is completed.
- III. The theory and practice of obstetrics. Normal labor, abnormal labor, complications, both of pregnancy and labor, and their management; abortion, miscarriage and premature labor. The puerperal state; the breast and its management. Three hours a week, in December, January and February, for third year.
- IV. Operative obstetrics. Version; the forceps; craniotomy; the cranioclast and cephalotripter; cesarean section and symphyseotomy; embryotomy; the contracted pelvis and its management. One hour a week for third and fourth year.—PROF. CHARLES ROSEWATER.
- V. At the Rescue Home, Twenty-fourth and Spalding streets, the lady members of the senior class are shown many obstetrical cases during the term and are given ample opportunity to familiarize themselves with both normal and abnormal labor.—DR. MARY STRONG.

## OPHTHALMOLOGY.

*Third and Fourth Year.*

- I. Lectures and recitations one hour a week during term to third and fourth-year students.—PROFS. BRYANT or DAYTON.
- II. Clinics and clinical lectures, two hours a week to third and fourth-year at St. Joseph's Hospital.—PROF. BRYANT.
- III. Clinical instruction will be given at the college free dispensary, in diagnosis of diseases of the eye, in methods of examination, in the use of instruments, including the ophthalmoscope, and in the application of remedies, etc. Two hours a week during term for third and fourth-year students.—PROF. BURRELL.

## GYNAECOLOGY.

*Third and Fourth Year.*

- I. Principles and practice, didactic lectures. One hour a week for thirty weeks.—PROF. W. O. HENRY.
- II. Practical instruction in the examination, diagnosis and treatment of patients and the use of instruments. Two hours a week for thirty weeks.—PROF. W. O. HENRY.

- III. Operative demonstration of the various operative measures and the consideration of the best means of surgical relief. Students are allowed to examine cases when under anæsthetics and required to confirm or correct a previous diagnosis. Two hours a week for thirty weeks at St. Joseph's Hospital.—PROF. W. O. HENRY.

### OTOLOGY, LARYNOLOGY AND RHINOLOGY.

*Third and Fourth Year.*

- I. Otology, (a) didactic lectures. One hour a week for eight months.  
(b) Clinical Lectures. Three hours a week for thirty weeks.—PROF. H. LESLIE BURRELL.
- II. Laryngology and rhinology, (a) general consideration of the principles of pathology, diagnosis and therapeutics of diseases of the throat and nasal passages, didactic lectures. One hour a week for thirty weeks. (ab) Practical instruction. Three clinical lectures a week for eight months, diagnosis and the use of instruments—PROF. H. LESLIE BURRELL.

### DERMATOLOGY, VENEREAL AND GENITO-URINARY DISEASES.

*Third and Fourth Year.*

- I. Dermatology. Didactic lectures and quizzes one hour a week throughout academic year, supplemented by practical instruction in diagnosis and treatment at the college clinic two hours a week for thirty weeks. Clinics will also be held from time to time at the Douglas County Hospital.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG, Assistant.
- II. Venereal and genito-urinary diseases. Didactic lectures and quizzes will be given throughout the college year, one hour a week, in venereal and genito-urinary diseases, supplemented by practical instruction at the college clinic two hours a week. Clinics will also be held at the Douglas County Hospital from time to time.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG.

### MEDICAL JURISPRUDENCE.

*Third and Fourth Year.*

- I. Medical jurisprudence and medical law. Regulation of the right to practice medicine and surgery; express and implied contracts between physician and patient; rights and liabilities of physicians and patients; rights and liabilities of third parties; recovery of compensation; malpractice and remedies therefor; criminal liability; communications; expert witnesses. One hour a week for eight weeks.—T. J. MAHONEY, LL. B.
- II. Lectures on moral principles and medical practice, craniotomy, abortion, venereal excess, views of scientists, professional rights, will be given to the third-year class, one hour a week for twelve weeks.—PROF. CHARLES COPPENS.
- III. During the year a series of lectures will be delivered on the jurisprudence of insanity by the superintendent of the Nebraska State Asylum for the Insane, of Lincoln, Nebraska.—DR. J. L. GREEN.

## SKIAGRAPHY.

### *Courses.*

- I. The institution possesses one of the largest Toepler-Holtz machines in the country and is employed in the demonstration of the X-ray. There is also a complete X-ray plant at St. Joseph's Hospital. The Crookes tube and fluoroscope will be considered from a scientific standpoint, the Roentgen ray and its application to medicine from a clinical standpoint, and the general technique of skiagraphy will receive the attention which it deserves.—PROF. C. F. CROWLEY.

## CLINICAL FACILITIES.

### ST. JOSEPH'S HOSPITAL.

The Creighton Memorial—the new St. Joseph's Hospital—is by far the largest and best hospital in the West. It is situated at the corner of Tenth and Castellar streets, on high and beautiful grounds, and could not be better located, either for healthfulness, beauty of location or easiness of access. It was built at enormous expense, has over 300 beds for patients, and ample room for nurses, internes, servants, etc. There are large drug rooms, reception rooms for patients, private consultation rooms for the hospital corps of physicians, airy wards and elegant private rooms.

In the hospital, for the year ending December 31st, there were treated about 2,000 cases.

### HOSPITAL AMPITHEATER.

The hospital amphitheater is located in a building erected especially for the purpose. The building, which is really an annex to the St. Joseph's Hospital, was erected in 1898 at a cost of \$10,000. It occupies the space behind the body and between the wings of the hospital. It is two stories high and connects with both the first and second stories of the hospital.

On the first floor of this building are the surgeons' wash and dressing rooms, instrument, sterilizing, and operating room for septic cases, and an eye, ear, nose and throat room, especially equipped for operative work. Here also has been installed a complete X-ray outfit.

On the second floor are a private operating room, sterilizing room, room in which patients are prepared for operation and given ether, instrument room, and amphitheater.

The amphitheater is at the end of the hall into which all of the foregoing rooms lead. It is full two stories high, and is lighted from a glass roof. The floor is laid with tile, the finish is hard wood. The seats, which are arranged in tiers above the floor, command a complete view of the "arena," where all clinics are held, and accommodate 150 persons. Beneath the seats at the back of the room is the entrance to the students' hall, coat room and lavatory, and storage room for appliances.

The furnishings of the room are in accordance with the ideas of the necessities of modern surgery. The whole building is supplied with hot and cold, filtered and boiled water, lighted by gas and electricity, and heated by steam.



Clinics are held here five half days in each week during the entire session of the medical school. The clinical advantages offered here are reserved for the benefit of the students of the John A. Creighton Medical College.

The combined capacity of the four large hospitals under the control of the different members of the faculty of the Creighton Medical College reaches eleven hundred beds, assuring an almost unlimited amount of material for clinical teaching in third and fourth year work.

### ST. BERNARD'S HOSPITAL.

St. Bernard's Hospital, Council Bluffs, with two hundred and fifty beds provided for nervous and insane patients, is beautifully situated on a high bluff elegantly parked, affording a most desirable place for the outing of the patients. The building has recently been rearranged and remodelled, making it one of the finest in the middle west. The systematic classification for the grouping of the afflicted is entirely complete even to the slightest detail. Here the instructor of mental diseases of the John A. Creighton Medical College, under whose direction the hospital is conducted, takes his classes and gives them the advantages of clinics during his lectures on insanity.

### MERCY HOSPITAL.

Mercy Hospital has just been completed and is one of the adjuncts to the clinical advantages of this college. In the erection of this pressed brick building (150x43 ft. and wing 48x30 ft.) every point has received the most thorough and careful attention. In every department will be found the latest possible improvements from operating rooms and ambulance service to dining rooms and kitchen. This entire building with its 118 rooms is appropriately finished in hard wood and the furnishings are of a rich quality due to the generosity of the institution's many generous friends.

Whatever clinical material can be utilized is reserved by this institution for the benefit of the students of the Creighton Medical College. The internes for the hospital are also chosen, each year, by competitive examination from the graduating class of the Creighton Medical College.

### DOUGLAS COUNTY HOSPITAL.

The Douglas County Hospital is capable of accommodating 300 patients, and being supported by Douglas County is exclusively a charity hospital. The class of patients found here affords an especially fine opportunity to study all forms of rare and interesting chronic diseases. For one-half of each school year members of the faculty of the Creighton Medical College will have charge of this hospital and will give weekly clinics as per schedule.

### COLLEGE CLINIC AND DISPENSARY.

The clinic and dispensary occupy the first floor of the north wing of the college building. Here are a large waiting room for patients and the drug room, where the prescriptions are filled. The clinical rooms communicate directly with the waiting room.



Clinics are held in the college dispensary rooms six days each week. There have been established the following departments: A Clinic of Medicine, Diseases of the Chest, Surgery, Diseases of the Eye and Ear, Nose and Throat, Diseases of Children, Skin, Genito-Urinary and Venereal Diseases, and Diseases of Women.

The material is utilized for the benefit of the student, and good opportunity for direct contact of the student with the patient is afforded. The senior class is divided into sections and assigned to daily service in the various departments a portion of each year, and as much practical work as possible is given to the student.

Opportunity to examine patients under the directions of the physician in charge is afforded, and instruction in the use of the instruments and methods in making a diagnosis is given.

About 6,000 patients are treated annually in the various departments.

### HOSPITAL APPOINTMENTS.

The positions of house physicians and surgeons in St. Joseph's, St. Bernard's and Mercy hospitals are filled by appointment from the graduating class of this college.

The appointment of "interne" secures service in the hospital with furnished room and board. Four appointments are made annually, after a competitive examination, to which only the graduates of this college are eligible.

### REQUIREMENTS FOR GRADUATION.

1. The candidate must be at least 21 years of age, and must give satisfactory evidence of good moral character, which includes unexceptional conduct while at college.

The faculty reserves the right to sever the connection of any student with the institution at any time on the ground of what might be deemed moral or mental unfitness for the profession.

2. He must have pursued the study of medicine four years, and have attended four full courses of lectures of at least seven months each; of these the last must have been in this college.

3. He must notify the secretary of the faculty of his intention to become a candidate and pay all dues four weeks before the final examination.

### DEGREES.

Upon those who fulfill the necessary requirements the degree of Doctor of Medicine will be conferred.

## TEXT BOOKS.

ANATOMY—Morris, Cunningham, Quain, Wiese, Cunningham's Manual Dissector.

ANATOMY OF THE NERVOUS SYSTEM—Gordinier, Ranney, Horsley and Gray.

PHYSIOLOGY—Ott, American Text Book, Hall, Chapman, Stewart, Kirke, Raymond, Schaefer, Brubaker.

HISTOLOGY—Bohm-Davidoff, Stohr, Schaefer, Piersol.

PATHOLOGY—Stengel, Coplin, Delafield and Prudden, Ziegler, Green.

PATHOLOGICAL TECHNIQUE—Mallory and Wright.

BACTERIOLOGY—Abbott, Park, Williams, McFarland, Wasserman.

CHEMISTRY—Bartley, Attfeld, Witthaus, Purdy, Prescott and Johnson, Simon.

SURGERY—Rose and Carless, Parks, Young, Senn, Tillman, Warren and Gould.

ORTHOPEDIC SURGERY—Bradford and Lovett, Moore.

GYNAECOLOGY—Henry, Garrigues, American Text Book, and Skene.

OBSTETRICS—Edgar, Jewett, Davis, Dorland, Hirst, Playfair, King, Garrigues, Williams.

PRACTICE OF MEDICINE—Osler, Anders, Tyson, Lockwood.

DISEASES OF CHILDREN—Holt, Rotch, Taylor and Wells, Jacobi.

OPHTHALMOLOGY—Veasey, Fuchs, May.

OTOLOGY, LARYNGOLOGY AND RHINOLOGY—Coakley, Bacon, Bruhl.

DERMATOLOGY—Walker, Crocker, Stelwagon.

GENITO-URINARY—White and Martin, Keyes.

HYGIENE—Bergey, Egbert, Harrington.

NEUROLOGY—Church and Peterson, Gowers, Oppenheim, Berkley, Brower and Bannister, Hirt.

MEDICAL JURISPRUDENCE—Taylor.

RECTAL SURGERY—Mason, Tuttle, Gant, Kelsey.

ORAL SURGERY—Garretson, Marshall.

MATERIA MEDICA AND THERAPEUTICS—White, Barthalow, Wood, Butler.

MEDICAL DICTIONARY—Lippincott.

PHYSICAL DIAGNOSIS—Butler, Musser, Cabot.

SURGICAL PATHOLOGY—Warren, Senn, American Text Book.

FRACTURES—Scudder. Smith's revised edition of Hamilton.

TOXICOLOGY—Herold.

EMBRYOLOGY—McMurrich, Reese, Minot.

## EXPENSES.

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### FIRST YEAR.

Tuition .....	\$85.00
*Returnable breakage and key deposit.....	2.00
Use of microscope.....	2.00

### SECOND YEAR.

Tuition .....	\$85.00
*Returnable breakage and key deposit.....	1.50
Use of microscope.....	2.00

### JUNIOR YEAR.

Tuition .....	\$80.00
Hospital fees .....	10.00

### SENIOR YEAR.

Tuition .....	\$80.00
Hospital fees .....	10.00

No fees for examination or graduation.

For further information address

DR. D. C. BRYANT,  
McCague Building,  
Omaha, Neb.

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\*At the end of each term the breakage and key deposit, minus the cost of material broken and keys replaced, will be returned.

## PRIZES.

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At the close of each session a competitive examination is held for the positions of house physicians and surgeons for one year at St. Joseph's and St. Bernard's Hospitals. The following gentlemen received appointments May 3, 1904:

Dr. F. J. Schleier.....	St. Joseph's Hospital
Dr. F. H. Kucera.....	St. Joseph's Hospital
Dr. A. H. Koenig.....	St. Joseph's Hospital
Dr. A. Cauley.....	Mercy Hospital

Also, Dr. H. M. Brown, through competitive examination, received appointment as interne to St. Elizabeth's Hospital, Lincoln, Nebr., and Dr. A. G. Lueschen to Douglas County Hospital.

The following prizes were awarded for highest grade in term work:

Medicine—Gold Medal, awarded by Prof. A. W. Riley to A. Cauley, M. D.

Surgery—Surgical Case, awarded by Prof. J. P. Lord to A. H. Koenig, M. D.

Surgery—Surgical Case, awarded by Prof. Charles C. Allison to J. W. Koutsky, M. D.

Ophthalmology—Ophthalmoscope, awarded by Prof. D. C. Bryant to F. J. Schleier, M. D.

Surgical Pathology—Prizes awarded by B. J. Smrha and H. Hanson by Prof. H. P. Hamilton.

### DEGREES CONFERRED.

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At the commencement May 3, 1904, the Degree of Doctor of Medicine, was conferred upon the following members of the graduating class:

BROWN, H. M.	KOUTSKY, JOHN W.
BLEZEK, FRANK M.	KUCERA, FRANK H.
BURKE, T. N.	LUESCHEN, A. G.
CAULEY, ANTHONY	MACDIARMID, STUART B.
CLARK, GUY W.	MAYER, CHARLES F.
CROSS, GUY B. (Ph. C.)	NELSON, FRED A.
FLYNN, ANDREW M. (A. M.)	PETERS, F. E.
GRIFFIN, D. J.	SCHLEIER, FRANK J.
HEWIT, D. A.	SMITH, JAMES J.
HIGGINS, J. E.	STEPHENS, ROBERT H.
JOHNSON, A. F.	WAGGENER, HEWITT A.
KERN, MAX J.	WALKER, A. W.
KOENIG, ALBERT H.	WEED, JOHN W.
WEEKES, CHARLES W.	



### SENIORS.

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BLEZEK, FRANK M.  
BROWN, H. M.  
BURKE, T. N.  
CAULEY, ANTHONY  
CLARK, GUY W.  
CROSS, GUY B. (Ph. C.)  
FLYNN, ANDREW M. (A. M.)  
GRIFFIN, D. J.  
HEWIT, D. A.  
HIGGINS, J. E.  
JOHNSON, A. F.  
KERN, MAX J.  
KOENIG, ALBERT H.  
KOUTSKY, JOHN W.

KUCERA, FRANK H.  
LUESCHEN, A. G.  
MACDIARMID, STUART B.  
MAYER, CHARLES F.  
MURPHY, L. P.  
NELSON, FRED A.  
PETERS, F. E.  
SCHLEIER, FRANK J.  
SMITH, JAMES J.  
STEPHENS, ROBERT H.  
WAGGENER, HEWITT A.  
WALKER, A. W.  
WEED, JOHN W.  
WEEKES, CHARLES W.

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### JUNIORS.

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ADAMS, A. B.  
CARSON, D. H.  
CHALOUPKA, ED.  
CHERRY, W.  
CROOK, ROY  
DELANEY, F.  
DINKLER, FRED  
FOOTE, G.  
HANSEN, H.  
JOHNSON, AL.  
JONES, MONROE  
KEUGEL, FRED  
LAUVETZ, JOE.  
LEARY, W. J.  
MELVIN, MISS E.  
MOORE, D. V.  
M'FARLAND, W. I.

M'INTYRE, B.  
M'PHERSON, J. B.  
NELSON, A. E.  
OXFORD, E. J.  
PACKARD, WM.  
PILGER, W.  
QUINN, W.  
ROONEY, C. E.  
SMITHHISLER, J. R.  
SMRHA, B. J.  
STOLLEY, GEO.  
STRAETON, M.  
SWETT, C. F.  
TOBKIN, JOE.  
WAGGENER, W. R.  
WANER, A. E.  
WOEPPEL, WM. F.

## SOPHOMORES.

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BACHLE, E. P.	LANE, J. P.
BALDWIN, B. B.	LYNCH, E. C.
BERGGREN, A. L.	LIVINGSTONE, R. L.
BUNCE, A. C.	LONGACRE, E.
CHRISTENSEN, C. H.	MARBLE, R. E.
COHEE, H. R.	MARTIN, G. E.
COX, H. O.	MEYERS, E. L.
CROWLEY, D. F.	NELSON, J. A.
DEMPSEY, D. P.	NORDWALL, O.
DILL, CHAS.	O'KEEFE, M. E.
EVANS, J. O.	ROCK, A. V.
FLYNN, J. J.	SAIDY, A. A.
FOSTER, R. H.	SHELBY, C.
FRANKLIN, W. S.	STEJSKAL, F. J.
GAITHER, F. E.	SPRINK, J. F.
HIGGINS, J. E.	STONE, J. G.
HIGGINS, T. J.	STIRES, F. T.
KELLY, F. A.	SWARTZLANDER, L. C.
KENNON, C. E.	THORNE, J. I.
LACEY, T. B.	UNGER, DAVID
LAMB, H. E.	WALKER, A. B.
LANGDON, J. F.	WITKE, G. A.
	WILLIS, B. G.

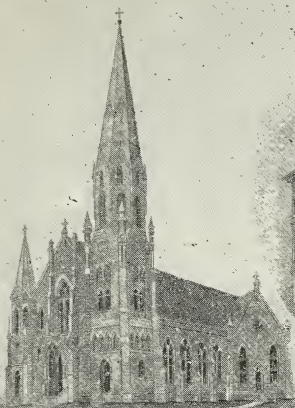
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## FRESHMEN.

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ARNOUT, J. C.	LUNDGREN, A. R.
BILGER, F. W.	M'CARL, E. B.
BOETEL, G. H.	M'CARL, J. J.
BOUZA, F. E.	M'CLENEGHAN, S.
CONWELL, P. L.	M'CAW, F. W.
CUTLER, M.	MOORE, L. T.
DARROW, G. E.	MEYER, E. M.
DELANNEY, L. A.	MOWERY, H. C.
DISHONG, G. W.	NASON, W. C.
DONOVAN, M. J.	PATTERSON, S. T.
ELMORE, S. Q.	PENDALL, MRS. J. A.
FITZGERALD, E. T.	RABER, D.
FARRELL, H.	SACHS, A.
FLYNN, J. F.	SMEALL, J. S.
HEINE, A. L.	SMITH, CLINTON
HOLTMAN, A. A.	SMITH, C. H.
JOHNSON, C. C.	SHRIVER, M. E.
JONSSON, J. M.	SNELL, CHAS.
KELLY, E.	STERN, M. A.
KOORY, S. B.	THELAN, E.
LONG, F. H.	WELCH, H.





ST. JOHNS CHURCH



OREGON MEDICAL COLLEGE



OREGON UNIVERSITY



OBSERVATORY



JOSEPHINE HOSPITAL

W. G. BROWN, ARTIST

CATALOGUE  
OF  
THE CREIGHTON  
UNIVERSITY

1905 - 1906



BOARD OF TRUSTEES

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OMAHA, NEBRASKA  
GREAT WESTERN PRINTING COMPANY  
1905





# THE CREIGHTON UNIVERSITY

FOUNDED 1878

Incorporated as a University under Act of the Legislature of the  
State of Nebraska, August 14, 1879

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## THE CREIGHTON COLLEGE

Founded and Endowed 1875

Converted by Deed of Trust to the Creighton University  
December 4, 1879

School of Literature

Department of Science and Mathematics

The Observatory

The Academy

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## THE JOHN A. CREIGHTON MEDICAL COLLEGE

Founded May 30, 1892

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## THE CREIGHTON UNIVERSITY COLLEGE OF LAW

Founded October 3, 1904

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## THE CREIGHTON UNIVERSITY DENTAL COLLEGE

Founded July 15, 1905



# The Creighton College.

FREE SCHOOL OF ARTS AND SCIENCES.

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THE history of this College may be briefly outlined as follows. Mr. Edward Creighton, after whom the College is named, had proposed in life to form a FREE Institution of learning, but died intestate on his project. His wife, Mrs. Mary Lucretia Creighton, inheriting both his fortune and his noble purpose, determined to carry out her husband's wish, but did not live to behold its realization. Her death occurred on January 23d, 1876. In her last will and testament, dated September 23d, 1875, she made among other bequests the following:

*"ITEM: I will and bequeath unto my said executors the further sum of one hundred thousand dollars to be by them received, held, kept, invested and reinvested in like manner, but upon the trusts expressed and declared of and concerning the same, that is to say, to purchase the site for a school in the city of Omaha, or within.... miles thereof and erect proper buildings thereon for a school of the class and grade of a College, expending in the purchase of said site and the building of said buildings, and in and about the same, not to exceed one-half of said sum, and to invest the remainder in securities, the interest of which shall be applied to the support and maintenance; and the principal shall be kept forever inviolate. When said buildings shall be ready for occupancy for such school, the said executors shall convey all of said property, including said site, building and securities, to the Rt. Rev. the Bishop of the Roman Catholic Church having jurisdiction in Omaha and his successors in office, upon trusts to be aptly expressed in the deed of conveyance securing said property to the purposes aforesaid. The said school shall be known as The Creighton College, and is designed by me as a memorial of my late husband. I have selected this mode of testifying to his virtues and my affection to his memory, because such a work was one which he in his lifetime proposed to himself."*

Acting on this bequest, the executors, Messrs. John A. Creighton, James Creighton and Herman Kountze, purchased the present site, and proceeded to erect what is now called the main building. The

## The Creighton College

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entire property and securities were duly conveyed by the executors to the Right Rev. James O'Connor, D. D., Bishop of Omaha, July 1st, 1878.

Under and in pursuance of "An Act of the Legislature of the State of Nebraska" (February 27th, 1879) "to provide for the incorporation of Universities under certain circumstances," Right Rev. James O'Connor, D. D., vested the entire property and securities of the Creighton College in a corporation, designating the legal title of said corporation to be THE CREIGHTON UNIVERSITY, and appointing five members of the Society of Jesus to constitute the Board of Trustees. The Creighton University was thus incorporated on August 14th, 1879.

By deed of trust executed on December 4th, 1879, the Right Rev. James O'Connor, D. D., conveyed all the property and securities of Creighton College to the above mentioned corporation, The Creighton University. By this conveyance the entire trust passed from the Right Rev. Bishop and his successors to The Creighton University and its successors, the trust to be held and administered upon the same terms and conditions and for the same purposes, for and under which it was originally bequeathed by Mrs. Mary Lucretia Creighton. The position, therefore, of The Creighton University relative to The Creighton College, its property and securities as derived from the bequest of Mrs. Creighton, is that of Trustee for the Creighton College.

The funds invested for the support of the College had been increased from the division of the residue of the estate of Mrs. Mary Lucretia Creighton, so that when the Creighton University accepted the trust, the endowment fund amounted to about \$147,500. This fund, according to the original bequest and the terms and conditions of the trust, must be invested in securities in perpetuity, the interest alone to be used for the support of the Faculty and the maintenance of the College. To those who are familiar only with the million dollar endowments of other Universities and Colleges, an endowment of \$147,500 must appear a very modest sum. Even to those experienced in the management of Catholic Colleges, it must seem a hazardous undertaking to build up and develop a FREE College on a financial basis of nothing more than the annual interest of \$147,500. But the Jesuits, like most of the teaching orders of the Catholic Church, receive no salary for their labor, and though in this particular instance they fully realized the financial difficulties, they consented to face them. In this, no doubt, they were animated by the hope of seeing restored one of the chief glories of their history, namely, the bestowal of gratuitous education, such as was given by their predecessors in the older and more fortunate days of the order, when all Jesuit Colleges and Universities were endowed and FREE Institutions. The venture has thus far met with unexpected success, thanks to good friends, and in particular to Hon. John A. Creighton and his lamented wife, both of whom generously seconded the noble purpose of the original



## The Creighton College

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Founders, and by large benefactions carried on the good work to a development which without their munificence would have remained an impossibility.

### DEVELOPMENT

The College, located on 25th and California Sts., commands an excellent view of the city and surrounding country. The grounds cover an area of six acres, and with the buildings of the Classical Department of the University represent a value of \$140,000.

THE MAIN BUILDING was begun in 1877, and completed in 1878. It is built of brick trimmed with limestone. There are three stories and a basement, with a frontage of 56 and depth of 126 feet. The facade is surmounted by a tower 110 feet high. This building is at present devoted entirely to College purposes.

THE STUDENTS' LIBRARY was established in 1880. It contains 2,500 volumes, selected specially for the use of students, and is a Free Library.

In 1883, the SCIENTIFIC DEPARTMENT of Creighton College was established and richly furnished by Hon. John A. Creighton with a complete chemical, physical and astronomical outfit.

THE ASTRONOMICAL OBSERVATORY received its full development in 1886, when the present Observatory was erected on the brow of the hill north of the College.

In the establishment and development of the Scientific Department, Hon. John A. Creighton was generously seconded by Hon. John A. McShane.

In the same year, 1886, the munificent gift from Hon. John A. Creighton of a city lot, valued at \$15,000, enabled the Trustees to secure by exchange, after the payment of a bonus of \$2,000, a much-needed house and lot adjoining the main building on the northeast.

THE COLLEGE CHAPEL, popularly known as St. John's Collegiate Church, is situated to the south-west of the main building, facing California street. The corner-stone was laid by Right Rev. James O'Connor, D. D., on June 27th, 1887, and the Church was dedicated by the same prelate on May 6th, 1888. The style of architecture is English Gothic. The Church is built of Warrensburg sandstone, and is at present 112 feet in length by 75 feet in width. The plan, however, contemplates a building 184 feet long with a width at the transept of 138 feet. Hon. John A. Creighton subscribed \$10,000 towards the erection of the Church; the rest of the requisite funds, about \$35,000, came from a sale of property belonging to the Jesuit fathers in their own right. The main altar is the gift of Hon. John A. McShane; the side altars were presented by Mrs. John A. Creighton; the organ was donated by Mrs. John A. Schenk; the Way of the Cross is the gift of Hon. John A. Creighton.

## The Creighton College

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THE SOUTH WING of the present College building was begun in the fall of 1888, and was ready for occupation the following spring. Hon. and Mrs. John A. Creighton contributed \$13,000 towards its erection; the rest of the cost was covered by the Interest fund of the College. The wing is built of brick in the same style of architecture as the main building, and has a length of 50 feet and a depth of 36 feet.

In 1888, Mrs. Sarah Emily Creighton, wife of Hon. John A. Creighton, bequeathed to The Creighton University a business block on Douglas street west of Creighton Block, to and for the use of the Creighton College, according to the same terms and conditions as were designated in the bequest of her sister, Mrs. Mary Lucretia Creighton. Mrs. Sarah Emily Creighton departed this life on September 30th, 1888.

### NEW ADDITIONS.

During the year 1900 Hon. John A. Creighton, desirous of making the University, whose name pays honor to the memory of his brother Edward, an institution fully equipped for its educational work, generously offered means for the completion of the University buildings as planned by the founder. The additions include an extension of the south wing for the accommodation of the members of the faculty residing on the grounds and a separate library building, and on the north an L shaped extension which is devoted almost exclusively to the use of the students of the classical department. Here are located the college chapel, the recitation rooms, and the lecture halls needed to meet the demands of the student body.

Besides these buildings an auditorium, with a seating capacity of one thousand, and constructed in accordance with the best modern designs, has been erected at the corner of California street and Twenty-fifth avenue, making it of easy access to the friends and patrons of the University, while immediately north of the new Auditorium a large heating plant supplies steam to all the buildings on the grounds. These additions were ready for occupation on the first of March, 1902.

### THE NEW PHYSICAL DEPARTMENT

occupies the entire east front of the third floor of the new north wing. The lecture room measures 26x33 feet. There are five rows of fifteen seats each, arranged in tiers. The lecture table is 3x12 feet. Besides a variety of drawers for various uses, there is in the table a hydrostatic tank, 3 feet wide and 2 feet deep, with a plate glass front. Direct and alternating currents of electricity, water, drainage, gas, compressed and rarified air are at the service of the professor, by the mere turning of a switch or of a valve. Six windows admit light to the room and are provided with opaque shutters pierced for the adjustment of the heliostat and the projection apparatus. A 30-foot blackboard, concealed

but accessible ducts for pipes and wires, and a vertical flue reaching from the basement to the roof of the building, form some of the convenient accessories of the lecture room.

A door behind the lecture table opens directly into the new Cabinet of Physical Apparatus. This hall measures 33x54 feet, and has eight windows on the east side. Along the west, north and south walls are the cases for storing the instruments. In the middle of the room and between the windows are arranged cases with an assorted and labeled collection of minerals, and pieces of physical apparatus too large for the cases.

### THE NEW CHEMICAL DEPARTMENT

occupies the entire second floor of the main building. The lecture room measures 25x30 feet. There are six rows of seats arranged in tiers. The lecture table is almost a counterpart of the one used in the physical department. Just back of it is a large blackboard and a fume chamber. The chamber is 9 feet long, 3 feet wide, and 5 feet high, and has a flue of its own. It is built into the west room, the professor's laboratory, and is accessible from both sides. It is provided with gas, water, and drain connections.

The new laboratory for the use of the students is 25x60 feet. It contains five tables, each accommodating six students on either side. There is one water faucet and one sink for each set of four students, but in the thirty-four inches assigned to individuals the conveniences of gas, of a private drawer, of a locker and shelf space above and below are supplied. The large fume chamber is accessible on four sides.

### THE ASTRONOMICAL DEPARTMENT

can justly lay claim to having one of the best equipped students' observatories in the country. The equatorial room is 14 feet in diameter and carries a sheet-iron dome, the opening of which may be made to face any part of the heavens. The telescope, made by Steward, has an excellent 5-inch lens. It is mounted equatorially and is provided with a driving clock, clamp and slow motion screws on both axes, seven eye-pieces and a micrometer. The transit room is 16 feet square, faced inside and outside with pressed brick like the equatorial room. It contains a handsome 3-inch transit circle by Fauth & Co., which may be used also as a zenith telescope. The divided circle reads by means of microscopes to the tenth of a second. The eye-piece is provided with right ascension and declination micrometers. Two clocks, a Howard mean time and a Fauth sidereal, are mounted in a brick vault so as to be secure against changes of temperature. A Fauth chronograph is in connection with a switchboard, which admits of all possible combinations. For years it has recorded the daily noon signals of the Naval Observatory in Washington. On August 5th, 6th, and 7th, 1887,



clock signals were exchanged between the Naval Observatory and that of our University, with the purpose of determining our longitude. This was found to be 1 h., 15 m., 34.92 s. west of Washington, or 6 h., 23 m., 46.96 s. west of Greenwich. The latitude of the transit instrument is 41 degrees, 16 minutes, 5.6 seconds north, and the height of its axis above sea-level is 1,129 feet. On April 25th and 30th and on May 3rd, 1900, the Observatory of the State University of Nebraska obtained its longitude from our observatory by an exchange of telephonic clock signals.

Besides the essential instruments described above, there is a Heinrich chronometer, a Steward astronomical theodolite, a double mirror heliostat, Bailey's astral lantern and a number of minor instruments and attachments. The observatory and its instruments are lighted by sixteen-candle-power and one-candle-power lamps.

### THE LAW AND DENTAL SCHOOLS.

The Edward Creighton Institute is the latest addition to the University buildings. It was erected towards the close of 1904, through the munificence of John A. Creighton, who desired in this way to do honor to the memory of his brother and at the same time benefit the cause of education. The building is primarily intended to afford a home for the departments of Law and Dentistry. It is situated on 18th street, opposite the City Hall, and is 66 by 126 feet, with four stories and basement.

The first and second floors will be used mainly for the purposes of the Law department of the University. There are lecture rooms, a large auditorium, a faculty room and a recreation room. Here, too, the Omaha Law library is located. There are two reading rooms connected with this library—one for the lawyers and one for the students. There are also dictation rooms, cloak rooms—in fact every accommodation to be found in the best equipped law school. An account of the facilities provided is given in the prospectus of the Law School.

The third and fourth floors are devoted almost exclusively to Dentistry. On the third floor are the Dark Room, Chart Room, Chemical Laboratory and Lecture Room, Private Laboratories for the Professors, Surgical-Clinical Room and Faculty Room. The Infirmary is located on the fourth floor. It is equipped with all the modern appliances, and everything that can contribute to cleanliness, and to the comfort of the patients and students is here abundantly provided. Centrally located in the Infirmary is the Clerk's office, which also answers the purpose of an information bureau. On this floor are the Anesthetic and Extracting Rooms, the Impression Room, the room for clinical porcelain work, a Recreation Room for the Students, and a Reception Room. A description of the equipment will be found in the Dental prospectus which forms a part of this catalogue.

The building is provided with one of the latest improved electric elevators, so that access to every part of it is easy and convenient. Cloak rooms are located in the different departments, and there are Toilet Rooms and Lavatories on each floor.

## The College Library.

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The University can now boast one of the best-equipped students' libraries in the country. For years, suitable books bearing on different departments of university work had been accumulated previous to the erection of the present handsome and spacious library building. Since this event, the liberality of enlightened friends has enabled the librarian to purchase thousands of volumes, comprising the great classics in different languages, numerous reference-works of the most up-to-date and scholarly character, and books most practically helpful in the different lines of work in which our students engage. The library now contains over thirty thousand volumes, and the enlargement still goes on. The systematic and thorough plan of cataloguing and distribution adopted has greatly increased the facility of consultation, and thus enhanced the value of the library as a college institution.

The Library is divided into ten great departments, each one of which may be said to constitute a special library on its own group of more or less closely related subjects. The first division contains general works of reference, such as bibliographies, dictionaries, cyclopedias, periodicals, society publications, etc. The second department is given to fiction; the third to works on logic, ontology, cosmology, psychology, ethics and theodicy, together with the history of philosophy. The fourth division is assigned to religious works, such as different editions of the Bible, biblical commentaries, etc. Then comes theology—dogmatic, apologetic and moral. These are followed by liturgical treatises eloquence, ascetics, ecclesiastical history and more than two hundred and fifty volumes of patristic literature. After religious works comes the sociological library, embracing about one thousand of the best volumes to be found on its various branches. The Philological department is still in an undeveloped state, but is next to receive the attention of the librarian. The collection on the fine arts, embracing the best works, old and new, is a recent and specially valuable accession. The division of the Physical Sciences contains a well-furnished students' scientific library of the best works, theoretical and practical. English and American literature alone is represented by several thousand volumes, while the department of biography boasts over fourteen hundred volumes. The Historical library is the most complete of all. It contains over two thousand volumes of the great standard historians of the different nations, ancient and modern.

In addition to the foregoing, the library has several thousand volumes replete with useful information furnished by the United States government, as well as by individual states and different associations. Of these departments the students make free use, by outside circulation and by consultation in their large and finely furnished reading-room adjacent to the library.



## The Law Library.

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In the General Catalogue, under the head of Law Department, an account is given of the establishment of a Law Library in January, 1905.



## Guiding Principles in Education.

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**A**T a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems, when elective studies and specializations are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of Creighton University. It seems almost self-evident

**FIRST.** That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these, no man can be called educated.

**SECOND.** That for a finished education there is, in each of the departments of study, a minimum of knowledge essential for a man of culture.

**THIRD.** That the knowledge of the end should direct the choice of means; that therefore the selection of studies must depend on the end and aim of education.

**FOURTH.** That the aim of a truly liberal education is the harmonious development of all the faculties, the careful training of mind and heart, and the formation of character, rather than the actual imparting of knowledge and the specific equipment for a limited sphere of action.

**FIFTH.** That all branches of study are not equally serviceable for this mental and moral development; that some contain mind-developing factors and character-building elements which no electivism should replace.

**SIXTH.** That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed *pari passu* if the studies are to be co-ordinated and unity maintained.

**SEVENTH.** That young students are not the proper judges of the studies essential for a systematic and thorough development of their faculties.

EIGHTH. That selection of studies should be permitted to none but those whose minds have already been formed by the studies essential to character-building and who have themselves practically determined upon their own life-work.

NINTH. That religion should not be divorced from education; that morality is impossible without religion and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

TENTH. That there is no royal road to knowledge. Placing a name on the register of a college does not make a student; a multiplicity of courses which a student is free to ignore does not make a scholar.

ELEVENTH. That the standing or grade of a college varies directly as the amount of study and acquirements made requisite for a degree.

TWELFTH. That the education given by a college should be general, not special. In this way it lays the foundation for specialties and the independent research appertaining to universities.

THIRTEENTH. That all the studies pursued need not be directly useful in after life.

Guided by these principles, Creighton University, in the Classical Department, offers a course of studies superior to that of the large non-Catholic Universities, though they are more richly endowed and have a larger clientage to draw upon for higher studies. It does not offer many courses or pretend to satisfy every applicant by allowing him to select at will from branches sometimes incompatible and often of secondary importance, thus leaving considerable gaps in the knowledge of essential subjects. It maps out a curriculum which makes obligatory such branches as, in some form, however elementary, are deemed absolutely necessary for a liberal education. It does not promise that the youth who takes this prescribed course will have a specialist's knowledge of any individual branch; nor does it say that he will be wholly educated at the completion of his course; but it does claim that he will have a more harmoniously rounded education and will be intimately ac-

quainted with a greater number of essential branches than by following a collegiate system based on electives and specialties. The course may not suit all comers, it is not intended to meet the wants of all, especially of those who regard electives as the one thing necessary; but it does afford a good, sound, thorough, practical education to persons who are satisfied with the method and principles already enunciated.

Creighton University does not condemn moderate electivism for under-graduates or specialization for particular students. There are plenty of Catholic Institutions that very wisely and properly meet these demands, in accordance with their chosen scope and purpose; but this institution is designed for those who want a good general classical and scientific education. It does not pretend to teach every thing, but it does claim to teach thoroughly and successfully the branches it undertakes to teach. Its motto is "*Non multa sed multum.*" It believes in "*Unum post aliud,*" in thoroughness, concentration and method.

It will be seen then, that this Institution has a clearly defined scope, that its chosen sphere of activity is distinctly marked out. By keeping to its own field, it will do more for its clients than by undertaking work for which it has neither financial resources, facilities, appliances nor demand. Strange though it may seem, it is really possible to obtain the Degree of Bachelor of Arts with less scholarship, by selecting easy courses in some colleges of higher standing in which the elective system prevails, than it is under the system which prescribes a definite course and leaves little latitude of choice.

The absence of religious and moral instruction, so prevalent in some colleges, is to be deplored, not merely because man is thereby left without rudder and compass in some of the most difficult and stormy situations when conscience must at all hazards retain its supremacy; but because such instruction, even if we do not take into account the truth of the tenets it upholds, plays no ignoble part in the development of the mind, the establishment of high ideals and the growth of a reverent regard for man. In the Catholic method great stress is laid on mental and moral philosophy, which are considered the crowning glory of undergraduate effort. Rational philosophy as a means of developing young manhood is



a marvel of strength and effectiveness, a continual wonder to those who witness its transforming excellence. But to obtain these results philosophy must be such in reality as well as in name. It must not content itself with vague groping after light, with teaching the history of philosophy; detailing the vagaries of the human mind, without venturing to condemn them; exposing the contradictory systems which have held sway for a time, without any expression of opinion as to the fatal defects which caused them to be discarded; but it must present a logical, unified, complete system of mind culture in accord with the established laws of human nature; it must take its stand on some definite proposition expressive of truth; it must rise to the dignity of a science. With such a definite system to defend against attack, the mind becomes more acute and plastic, the logical powers are strengthened, the value of a proof is properly estimated, the vulnerable points of error are readily detected and truth comes forth triumphant from every conflict of mind with mind.

We claim credit, then, for the time spent in religious instruction, because it is the highest degree of mind-forming and thought-developing study; and it is introduced into every class. It is an avenue of culture, closed to so-called non-sectarian institutions on account of the obstinacy with which our countrymen persist in divorcing religion from education, thus depriving themselves of one of the surest guarantees of the perpetuation of popular government. At least an hour and a half a week are given to the formal presentation of religious truth during seven years. Should this not count for something with all who do not regard religion as merely an amiable weakness, unworthy of strong and virile minds? An energizing force which recreated the pagan world, should not be classed as a concession to exploded theories, a worn-out remnant of effete superstitions, a legacy from the world of unrealities.

Few of our secular readers have any conception of the depth, breadth, scope and excellence of the evidences of religion as taught in Catholic Colleges. Still less do they understand the meaning of Catholic philosophy; what a field it embraces, how thoroughly it gets at the root of character and mind development.

Creighton University, by giving a good classical education, prepares its beneficiary to cope with the difficulties of life and com-



pete successfully in the struggle. This will be seen from a consideration of the field covered by the curriculum. Besides a thorough course of religious instruction, and a knowledge of rational philosophy, it opens up the treasures of ancient and modern literature and languages, and establishes a familiarity with the best authors in Latin, Greek and English. It gives a working knowledge of the natural sciences; of physics and chemistry; a fair acquaintance with surveying, astronomy, a systematic training in mathematics. It teaches ancient and modern history, the various kinds of composition, elocution and oratory; it cultivates a graceful delivery, trains youth to debate and discuss live questions, forms the taste, enables the student to think, write and speak correctly and elegantly. It promotes an acquaintance with sociology, political science and economic laws. It finds place for the rules of harmony, it unfolds the constitution of the United States and the principles underlying a popular form of government. All this it does for its graduates; and it bestows proportionate favors upon those who fail to complete their course. These certainly are neither superfluous nor useless accomplishments, even for business careers.

Objection is sometimes made that our course of studies is shorter than that of many non-Catholic institutions. But it must be borne in mind that some of the foremost educators are moving back to our position and agitating for a lessening of the time given to undergraduate work. However, Creighton University has forty weeks during the scholastic year instead of thirty-six, besides a larger number of class hours, and we feel confident that in few colleges, is there such serious study done. Hence we can cover the same ground in a shorter term of years.

In accordance with the spirit of the times which, in a mad rush for original research and discovery, shows no respect for either tradition or authority, empiricism seems to be considered quite as proper to the educational field, as to the scientific work-shop. The treasured wisdom gathered from long and costly experience is readily cast aside and nothing appears worth consideration unless it be new. Few are content to be mere educators working along the safe line of established knowledge; every elementary teacher, no matter how imperfect his mental endowments must be a reformer, an inventor, a discoverer. Hence, flourish those never-ending

and ever-varying fads, the bane of contemporary teachers. Catholic Schools have fortunately escaped this infection. When will educational leaders learn that it is better to be right than to be original; better to propose something safe than something startling, better to base a system on sound philosophy even if others have done the same before, than to leave the beaten track in search of untried and perhaps dangerous novelties? There are established principles and practices that must always have place in education because they are based on the nature of the human mind and the perennial needs of man, because they respond to aspirations as deep-seated as human nature itself. Customs and habits and men may change, but human nature, never; and therefore, the essential landmarks in mind development, must remain immovable.

When Creighton University first opened its doors, Omaha was hardly ready to welcome a classical institution of learning. Primary education had not reached such a point of excellence as to furnish youths properly prepared for higher studies, but the taste and desire for classical attainments, marched ahead of the growth in population and in a few years saw an improvement almost magical. Tuition in the classical department being free, it was not necessary to advertise for students; they came of their own accord, were pleased with what they received and their subsequent success made the name of their alma mater known. Many young men who pay their own way through life, come from the neighboring states, board in private families, and attend the College classes. These form a noble contingent of earnest, brainy, studious, upright, ambitious, self-reliant youths who will yet carve their names in the history of the West. All the students apply themselves to the classics; all to the mathematics and the sciences; all study the other requisites of a liberal education; all are expected and required to labor with assiduity at the allotted tasks.

These few pages give an idea of the line along which Creighton University has been developed during the twenty-five years of its existence; and they enable the thoughtful and discriminating to judge whether it has failed to meet the wants of a living age. Unwillingness to adopt extreme views with regard to electives, specialties, novelties and fads, might more properly be urged as a proof that the Science of Education has been studied to some purpose.

As the grading of the classes is mainly based on the attainments in Latin and Greek, it happens not infrequently that students coming from other institutions of learning, find themselves unqualified for classes for which they possess the requisite training in English and in mathematics. To meet the inconvenience to which such applicants would be subjected, were the general rule applied to them, special classes in both Latin and Greek are formed, in which particular attention is paid to the branches in which the students are deficient. When sufficiently prepared, these special students are introduced into one of the regular classes.

There are instances, however, in which even this system of special classes will not answer the peculiar qualifications of individual students. To such as these, the Faculty always takes special pleasure in offering private assistance. More especially so, when, on account of lack of opportunity in early life, such students find themselves older than the average student before being able to take up a classical course. Many such have come to Creighton University from neighboring states, encouraged by the cordial and helpful spirit which they knew awaited them; and after acquiring an education, they have admitted that they would have hesitated to undertake the task if it had not been for the encouragement and support so generously and freely extended to them.

It is sometimes taken for granted that the smaller colleges are small not only in the number of students, but also in the character of the education they give. That they furnish an inferior article; that they fail to do what they claim to do; that a lack of means is the main cause of their assumed failure. This view confounds education, which is essentially a personal development, with the worship of magnitude and the veneration of the colossal. It suggests also that the superiority of the larger institutions comes from the possession of unlimited means, larger buildings, better professors, more efficient teachers, a larger number of students and from teaching a greater number of branches. But the fact of their being large, does not necessarily insure a better education. The institution may be gigantic like a modern department store; but that does not prove that any one department gives a better choice or selection or more satisfaction than the

smaller establishment, or is superior in any one line to an institution which devotes itself to fewer studies. Education "per se" does not absolutely require a big institution; for many master minds that have led the thought of the world, never had these advantages; and the personal, immediate, and continual contact with a sympathetic teacher of fewer attainments, but devoted to the work of developing minds and the building up of character, will accomplish more than the formal lectures of the most able professor who may not possess the gift of imparting knowledge. There are some institutions not vitally affected by meagre salaries, and the difficulty of retaining talented professors, as, for instance, those taught by the members of religious orders who receive no salaries. It may be questioned whether the professors in large colleges are better teachers or more wrapt up in their work; whether they are uniformly more talented and give their time and talents with such disinterestedness as to achieve better results.

The question of money may play an important part when there is need of elaborate scientific equipment; but all education does not begin and end in the laboratory; much of it is not concerned with the laboratory at all. Why should any note of inferiority attach to small colleges in matters purely intellectual such as literature, classics, history, mathematics, philosophy and other branches which need no apparatus and require only a sound mind in a sound body, a fair amount of talent, due application and a heart for the work? A college which professes to give a general education such as will fit its recipient for taking up professional or technical studies, is not to be judged by the same standard as universities which aim at specialization, private research and original investigation. It does not need the same extensive equipment for the particular work it maps out for itself; it may be mistaken in judging specialties to be out of place for those who have not yet completed an elementary education, but it deceives no one, if it does what it undertakes to do.

On account of the important place that many of the so-called large universities fill in the public eye, we are liable to forget that many of them are merely private institutions. Just like most of the small colleges which come in for severe criticism, Chicago University, Stanford University and a score of others, are entitled to no more rights and privileges, than the smallest parochial school



in the most remote district of our Commonwealth. It is only by sufferance that large private institutions are allowed to have so great a voice in the shaping of legislation affecting education, and in furthering interests which are sometimes at variance with those of the common people, to whom freedom of education is dearer than the prestige of any university.

Those who are accustomed to measure progress and knowledge by "courses" and "units" and "hours" are inclined to regard our system somewhat disdainfully. It must, indeed, be admitted that we do not always "put the best foot forward," that we fail to put down in our catalogue eulogistic descriptions of courses, "more honored in the breach than the observance." These people do not understand the names we give to our classes, and they will not take the trouble to find out what we teach. Because they see no electives on the list, they conclude that we teach nothing but translation; and they let it go at that. So we are often constrained to cry out "*Barbarus hic ego sum, quia non intelligor illis.*" What the relative merits and advantages of both systems may be and how things really stand, can be seen in two pamphlets by Rev. T. Brosnahan, dealing with Boston College versus Harvard. Father Thomas Campbell, in an address at Fordham College, has pointed out the real reasons why Catholics gravitate toward non-Catholic Colleges, and they have to do with the social advantages rather than scholarship. Incidentally, he expresses the true idea of the Catholic school and tells why it exists and in what respect it is superior.



## The Creighton College,

### ADMISSION.

Every applicant for admission who is not personally acquainted with some member of the faculty must submit proper testimonials of a good moral character. If he comes from another school he will be required to present a certificate of good standing in the institution which he has left. All who desire to enter should be present and ready for work on the first day of the college year.

The faculty will exercise its judgment in regard to admittance after the opening day, and will admit only in exceptional cases and after an examination in all the work done by the class up to the time when the candidate wishes to enter.

### REQUIREMENTS FOR ADMISSION TO THE ACADEMIC OR PREPARATORY DEPARTMENT.

As the work of the Academic Department comprises the ordinary curriculum of approved High Schools, those who present a certificate of satisfactory completion of Eighth Grade work in properly accredited Parochial and Public Schools will be admitted without examination. Since uniformity of qualifications should exist in the classes, all other students applying for admission must pass an examination and secure a percentage of 66 in the necessary branches, which are as follows:

**English:** A thorough acquaintance with Orthography and Etymology, that is, a ready and sure knowledge of the parts of speech, of declensions and conjugations and of the analysis of simple sentences, together with a working knowledge of Syntax.

**English Composition:** Practice in letter writing, and in simple narration and description.

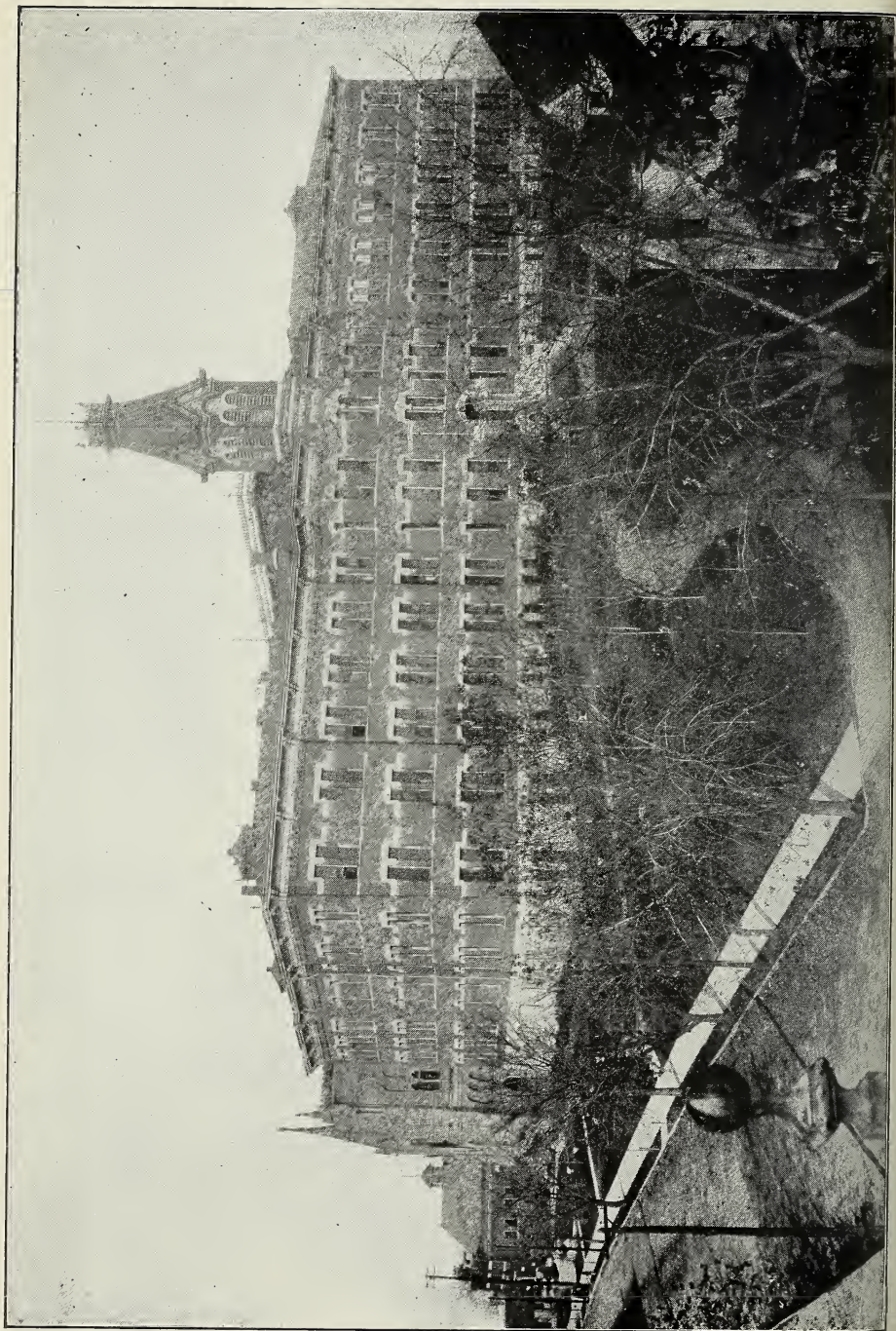
**Spelling:** Reed's Word Lessons, Complete.

**Arithmetic:** Ray's New Practical, Complete (except Cube Root).

**Geography:** Descriptive Geography, especially the main geographical and political divisions of the continents, the location and description of thirty of the chief cities of the world. More in particular, the mountains, lakes and rivers, the states and capitals and chief cities of the United States.

**History:** United States History Complete (any standard text).





CREIGHTON UNIVERSITY—FRONT VIEW.

Courses of Studies  
In The  
High School or Academic  
Department

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The Creighton College  
Omaha, Nebraska



## General Statement.

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The High School course at Creighton embraces four years. The classes are called Humanities, First Academic, Second Academic, and Third Academic, corresponding more or less to the Senior, Junior, Sophomore and Freshman classes of the ordinary high school. This course has more weeks in the year and more class hours in the week than the public high school, and, therefore, it covers a larger field and takes in more branches. Accordingly a student who has successfully finished the seventh grade, is usually fit for the Freshman or Third Academic Class.

It is necessary to reach down to the seventh grade, because the pupils coming from many different primary schools are unequally prepared for high school work.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

The program of studies here given is based on the Grammar Method. A ready knowledge of English Etymology and some acquaintance with Syntax are required at entrance as a foundation for the study of Latin. Etymology forms the chief study in Latin during the first year. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with Latin forms. The synthetic method gives way to the analytic when an author is taken up to insure the knowledge already gained. Habits of close observation, of persevering study, of precise statement and of logical method are inculcated. Thus the pupil becomes conscious of the progress made and acquires confidence



in himself. A review of the English Grammar runs parallel with the study in Latin. This affords an opportunity for illustration and comparison, and the study of English is rendered intelligible and interesting.

During the second year, the case constructions of Latin are studied by precepts and practice. In English, diligent comparison with Latin constructions, makes possible an intelligent discussion of English syntax. During the third year the study of Latin syntax is pursued and completed, at least, in the outline. The fourth year is devoted to a formal and systematic review of the entire field of grammar. The study of Latin and of Greek here go hand in hand; idiom is balanced against idiom; the historic influence of Greek thought and of Greek expression upon the Latin language is traced and defined.

The relation and co-ordination of parts studied separately are now examined that symmetry and unity may characterize the science of language acquired. Without this broad and deep insight derived from the final review, the preparation for the specific study of literature would be incomplete.

Gradual and harmonious development on a systematic basis is also the aim in the selection and gradation of the other studies in this department. It is desired to secure for the student at all times a deep appreciation and a firm grasp of the subject matter in hand, thus to provide a solid foundation for future scholarship.

## The High School Course,

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### LATIN.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar (First Term) Syntax reviewed with all notes.—Prosody begun.

(Second term.) Prosody continued, Comparative Grammar.

(b) Composition: Two written Exercises every week in imitation of Authors.

(c) Authors: (First term) Cæsar Bk. III. and IV. or V. and VI.

(Second term) Cicero, *De Amicitia*.—Pro Marcello.—Virgil.—Eclogues I and IV.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term.) Syntax for moods and tenses to the end, excluding more difficult notes.

(Second term,) Syntax of first term repeated, with notes and exceptions.

(b) Composition. Daily Drill on rules seen in the Grammar.—Written exercises based on Cæsar and Cicero, three times a week. Oral review once a week.

(c) Authors. (First term) Cæsar, Bk. I. and II.

(Second term.) Cicero's Selected Letters; Cæsar, selections, or Nepos with a special study of difference of idioms in Latin and English.

(d) Memory Lesson. 250 lines of Author each term.

COURSE III. (Second Academic Class) Five hours a week, one year.

(a) Grammar. (First term,) Review of Etymology with all irregularities.—Syntax of all case construction, without notes and exceptions.

(Second term,) Thorough study of case constructions.

## The Creighton College

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(b) Composition. Daily Drill on Rules studied. Longer written exercises twice a week in imitation of Author.—Oral Review once a week

(c) Authors. *Historia Sacra*; Reading Lessons from the Grammar; Phædrus.

(d) Memory lesson. 200 lines of Author each term.

COURSE IV. (Third Academic Class) Seven hours a week, one year.

(a) Grammar. (First term) Regular declensions and conjugations.—Rules of Concord.

(Second term) Review of declensions and conjugations, with exceptions and irregularities.—Review of declensions and conjugations, with exceptions and irregularities of nouns, pronouns, adjectives and verbs.—Elementary rules of Syntax.—Written exercises in imitation of Author three times a week.

(c) Authors: Extracts from Grammar, *Historia Sacra*.

(d) Memory Lesson: 150 Lines each term.

COURSE V. (Special Class) Ten hours a week, one-half year. Five hours a week, one-half year.

(a) Grammar. (First term,) Declensions and Conjugations, regular and irregular.—Elementary Rules of Syntax.

(Second term.) Syntax of Case Constructions with all exceptions.

(b) Composition. Daily Drill on precepts, and longer written exercises three or four times a week. (Bennet's Latin Lessons, first term.)

(c) Authors: Extracts from Grammar.—Reading lessons in Bennett.

(d) Memory Lesson; 200 lines of Author.

## GREEK.

COURSE I. (Humanities Class) Five hours a week, one year.

(a) Grammar. (First term) Etymology and Syntax reviewed with all notes and exceptions.—Greek word building.

(Second term) Comparative Grammar.

(b) Composition. Written exercises on Syntax in imitation of Authors.

(c) Authors. (First term) Palaephatus; Xenophon's Anabasis.

(Second term) Anabasis Bk. V.—St. John Chrysostom on Eutropius.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Grammar. (First term) Review of Etymology, with exceptions and irregularities.—Syntax of case constructions.

(Second term) Syntax of Moods and Tenses, without exceptions.

(b) Composition. Daily drill on Precepts.—Written exercises based on Author.

(c) Authors. (First Term) Reading lessons in the Grammar.

(Second term) Xenophon, Anabasis, Bk. I.

COURSE III. (Second Academic Class) Five hours a week one-half year.

(a) Grammar. Regular declensions.—Conjugations of regular verbs.—Formation of tenses of mute and liquid verbs.

(b) Composition. Daily drill in writing Greek in application of precepts.—Translation of simple sentences, in writing, two or three times a week.

(c) Authors. Reading lessons in the Grammar.

COURSE IV. (Special Class) Eight hours a week, four months.

(a) Grammar. Declensions and Conjugations, regular and irregular.—Syntax of Case Constructions.

(b) Composition. Daily drill on precepts, written exercises based on author, four or five times a week.

(c) Author. Reading lessons in the grammar.

## ENGLISH.

COURSE I. (Humanities Class) Three hours a week, one year.

(a) (First Term) Precepts, Style, Qualities, Varieties.—Wit and Humor.

(Second Term) Species of Prose Composition, Narration, Description, Dialogues, Versification.—Coppens, S. J. Bks. IV and V.

For reference: Genung, Hill, Hart, Scott, Denny.

(b) Composition: Once a week a written paper in illustration of the Precepts and Models studied in class. Daily exercises in literal or elegant translation of Latin or Greek Author.—Practice in Versification.

(c) Authors. (First Term) Selections from Irving, Addison, Prescott, Macaulay, DeQuincey.

(Second Term) Scott's "Lady of the Lake," Longfellow's "Evangeline," and "Tales of a Wayside Inn."—Aytoun's and Macaulay's Ballads and Lays. Selections from Catholic Poets.

COURSE II. (First Academic Class) Five hours a week, one year.

(a) Precepts. (First Term) The Choice and Use of Words.—Purity.—Propriety.—Precision.—Sentence Structure.

(Second Term) Paragraph building.—Figures of Speech.—Letter Writing.

(b) Practice. Daily exercises on precepts and Models.—A composition once a week as home work, according to a plan suggested and discussed in class.

(c) Authors. Selections from Irving, and from standard novelists.—Knight's "Half-hours with the Best Letter-writers." Gray's Elegy.

COURSE III. (Second Academic Class) Five hours a week, one year.

(a) Precepts. (First Term) English Syntax.—Discussion of the proper and improper use of the parts of speech.



(Second Term) Analysis of complex sentences in prose and verse. Logical analysis of paragraphs.

(b) Practice. Daily drill in correction of false syntax or in analysis of sentences.—Two compositions each week as home work.

(c) Authors. Brown's "Rab and His Friends," Goldsmith's "Deserted Village," Hawthorne's "Twice-Told Tales," "Irving's Sketch Book," Poe's "Gold Bug" and "Purloined Letter," etc.

(d) Memory work. Selections from Goldsmith and Longfellow.

COURSE IV. (Third Academic Class) Five hours a week, one year.

(a) Precepts. Etymology.—Analysis of Sentences.—Sentence building.

(b) Practice. Daily Drill on Precepts.—Two compositions a week as home work.

(c) Authors. (First Term) Ruskin's "King of the Golden River," "Dickens Christmas Stories."

(Second Term) Hawthorne's "Tanglewood Tales."—Choice selections from various sources.

(d) Daily practice in reading and orthography.

## PUBLIC SPEAKING AND DEBATING.

COURSE I. Two hours once a week, nine months, besides special help given to individuals by the professor.

The object of this course is essentially the same as that of the corresponding course in the collegiate department, to acquire ease and fluency in addressing an audience. The work undertaken to this end by the students of the High School Department, is, however, of necessity, more specific and restricted in its scope than that of the College course. Absolute grammatical correctness and propriety of diction in composition form the requisites for admission, and this proficiency in extempore speaking, together with an apt and graceful delivery, should be the constant

aim of the student at this stage of his progress. The exercises adopted with the view to such proficiency of themselves afford ample opportunity for higher development.

Exercises :

1. Declamation and elocutionary reading of selections in prose or verse, followed by judicious criticism for the benefit of all the students by the instructor, a member of the Faculty.

2. The writing and reading of original papers on topics of interest, with special attention paid to precision and elegance of language and to correctness of taste.

3. Reviews of select pieces of standard literature and estimates of character chiefly in classic fiction.

4. Discussion of the merits and influence of great men in history; of national movements, etc., as studied in class.

5. Regular debates on questions within the mental range of the members, involving careful preparation, clear, and logical treatment of argument and a forceful and easy delivery.

6. Off-hand speaking in rebuttal of argument or in the transaction of business.

7. The theory and practice of Parliamentary Law in the regular weekly sessions and in the extraordinary meetings called for the express purpose of making a study of this subject.

## CHRISTIAN DOCTRINE.

COURSE I. (Humanities Class ) One hour a week, one year.

Review of matter treated in Courses II, III, IV.—Lecture and Discussion.

Practical Instructions on the Counsels, the Religious State, Religious Orders. Repetition and the development of the Instructions on Devotion given the preceding year; fuller explanation of Indulgences, Kinds, Conditions, etc.

COURSE II. (First Academic Class ) One hour a week, one year.

On Faith, its object, necessity, qualities.—The Apostles' Creed.

COURSE III. (Second Academic Class) One hour a week, one year.

On the Commandments of God.—The Precepts of the Church, Sin and Virtue.

COURSE IV. (Third Academic Class) One hour a week, one year.

On Grace.—The sacraments and sacramentals.

## HISTORY.

COURSE I. (Humanities Class) Two periods a week, one year—besides periods devoted to Historical Essays.

(a) Origin of the Human Race.—The Scripture Account and Evolution.—The Ancient Monarchies of the East.—Rise and Progress of Idolatry.—The Mission of the Hebrews.

(b) The Grecian States.—Settlement and Early History.—Sparta and Lycurgus.—Athens and Solon.—The Persian Invasion of Greece.—The Age of Pericles.—The Retreat of the Ten Thousand.—The Theban War.—Philip of Macedon.—Alexander the Great and his Campaigns.

(c) Rome and the Romans.—Romulus and the Monarchy.—The Roman Republic; its foundation and constitution.—The Agrarian Law.—The Laws of the Twelve Tables.—The Subjugation of Latium.—The Wars with the Samnites and with Pyrrhus.

COURSE II. (First Academic Class) Two hours a week, one year.

Modern history from the beginning of the twelfth century to the end of the nineteenth.

(a) Origin and Causes of the Crusades.—The Kingdom of Jerusalem.—Frederick Barbarossa.—Richard Coeur-de-Leon, Saladin, Louis IX of France.—Results of the Crusades.—Wars between France and England.—The Fall of Constantinople.

(b) Overthrow of the Moors in Spain.—The Reign of Ferdinand and Isabella.

The Discovery of America.—The Conquest of Mexico and of Peru.—Luther and the Reformation.—Charles V and Philip II.—England under the Tudors and the Stuarts.—The Commonwealth and Oliver Cromwell.

(c) France under Louis XIV.—The Rise of Prussia.—Frederick II.—The French Revolution.—Napoleon Bonaparte.—Revolutions in Various European States.—Victor Emanuel, King of Italy.—The Franco-Prussian War.—The New German Empire and the Republic of France.

Fredet's Modern History. References: Guggenberger, Sanderson.—Hardiman, Fisher, Sheldon.

COURSE III. (Second Academic Class) Two hours a week one year.

The Period from the Foundation of the Roman Empire to the Migration of Nations.

(a) Rise of the Roman Empire, its rulers, condition of the people.—Christianity and its Influence on Society.—Struggles of the Infant Church.—The Empire at its Height.—The attempt to crush out Christianity.—Failure and decay.—The triumph of the Church.—Constantine and the Eastern Empire.

(b) Ancient German Tribes.—Their Invasions of the Roman Provinces.—The Huns.—The Vandals.—The Visigoths and Ostrogoths.—The Franks and the Lombards.—Rise of Mohammedanism.—The Papal States.—Pepin and Charlemagne.—The Normans and their Conquests.—The Greek Empire.—The Greek Schism.—Feudalism.

References: Guggenberger, S. J. Mommsen, Fisher, Grote, Parsons, Ozanam, Green.

COURSE IV. (Third Academic Class) Two hours a week, one-half year.

A careful review of the history of the United States.

## GEOGRAPHY.

COURSE I. (First Academic Class) One hour a week, one year.

Physical Geography.

COURSE II. (Second Academic Class) One hour a week, one year.

Review of Geography in connection with History.

COURSE III. (Third Academic Class) Two hours a week, one-half year.

(a) A rapid review of Geography for the two-fold purpose of ascertaining the proficiency in this branch, of the first year students, and, (b) of training them to uniformity in the intelligent use of the atlas and in the drawing of outline maps in connection with the study of history.

## MATHEMATICS.

COURSE I. (Humanities Class) Four hours a week, one year.

(First Term) Plane Geometry, Books I, II, III.

(Second Term) Plane and Solid Geometry, Books IV, V, VI, VII.

COURSE II. (First Academic Class.) Four hours a week, one year.

Algebra. (First Term) Through Least Common Multiple.

(Second Term) Through Quadratic Equations.

COURSE III. (Second Academic Class) Four hours a week, one year.

Arithmetic. (First Term) Application of percentage reviewed.—Promiscuous examples.

(Second Term) Ratio and Proportion, Mensuration, Series.—Advanced Test Examples.

COURSE IV. (Third Academic Class) Five hours a week, one year.

Arithmetic. (First Term) Review of Common and Decimal Fractions.—Drill in the use of the Metric System.

(Second Term) Percentage and its applications.



## ELOCUTION.

COURSE I. (Humanities Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Power, Stress, Melody, Pitch, Tone, Slides and Waves.

Gesture Drill.—More difficult positions.—Complex gestures. Calisthenic exercises.—Concert drill.

Rendition of Metrical Compositions.—Expression of the passions.

COURSE II. (First Academic Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding years.—Inflection of words and sentences.—Pauses and Cadences.—Qualities of voice.

Gesture Drill.—Combinations of simpler gestures and movements.—Calisthenic exercises.—Concert drill.

COURSE III. (Second Academic Class ) One hour a week, one year.

Vocal Culture.—Repetition of work of preceding year.—Breathing exercises. — Articulation. — Pronunciation. — Concert drill.—Gesture drill.—Position and movement.—Varieties of Simple Gestures.—Calisthenic exercises.—Concert drill.

COURSE IV. (Third Academic Class ) One hour a week, one year.

Vocal Culture.—Breathing exercises.—Articulation.—Pronunciation of Vowels and Consonants.—Concert drill.

Gesture Drill.—Positions in reading and declamation.—Simple gestures.—Calisthenic exercises.—Concert drill.

## MODERN LANGUAGES.

COURSE I. German. Three half-hours a week, one year.

(a) Precepts. Syntax completed. Comparison of idioms in English and German.

(b) Practice. Exercises in translation, both oral and written.

(c) Authors. Classic selections at the option of the professor.

COURSE II. German. Three half-hours a week, one year.

(a) Precepts. Etymology.—Fundamental Rules of Syntax.—Idioms.

(b) Practice. Reading exercises, oral and written, in translation.

(c) Authors. Extracts from Grammar.

COURSE III. French. Three half-hours a week, one year.

(a) Precepts. Review of irregular verbs.—Syntax completed.

(b) Practice. Oral and written translation.

(c) Authors. Selections at the option of the professor.

COURSE IV. French. Three half-hours a week, one year.

(a) Precepts. Etymology to irregular verbs.—Easier rules of syntax.

(b) Practice. Reading.—Oral and written translation.

(c) Author. Extracts from Grammar.

## BUSINESS COURSES.

COURSE I. Bookkeeping. Three hours a week, one year.

Double entry.—Day Book.—Journal.—Ledger.—Cash Book.—Sales Book.—Trial Balance.—Balance Sheet.—Checks.—Notes.—Drafts.—Receipts, etc.

COURSE II. Business Writing, Advanced Course. Two half hours a week, one year.

Review of the work of the preceding year.—The Palmer Method completed.

COURSE III. Business writing. Three half hours a week, one year.

Introduction to rapid and easy writing, according to the Palmer Method.

## VOCAL MUSIC.

One-half hour a week and one hour's joint practice after class hours.

AIM. Since both the theoretical and practical knowledge of musical notation and tone production are regarded as integral parts of a general and liberal education, it is the aim of the instructor in vocal music to impart a general, rather than a specific training in this art. In many of the primary schools the foundation of this knowledge is already laid; but it is deemed desirable to insure the possession of that knowledge and to enhance it, while the student is engaged in academic studies.

COURSES. The courses are arranged as far as can be done conveniently with the needs of the pupils, in regular gradation according to the judgment of the instructor, in such a manner, however, that at least one-half hour a week is devoted to each of the different grades.

Besides this regular course, one hour's practice a week is usually afforded to select groups of pupils showing any marked aptitude for vocal music.

## WEEKLY TIME SCHEDULE.

### HUMANITIES CLASS.

	COURSE.	HOURS.
Latin	I.	5
Greek	I.	5
English	I.	3
History	I.	2
Mathematics	I.	4
Christian Doctrine	I.	1
Elocution		1
Bookkeeping		3

WEEKLY TIME SCHEDULE.—Continued.

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FIRST ACADEMIC CLASS.

	COURSE.	HOURS.
Latin	II.	5
Greek	II.	5
English	II.	5
History	II.	2
Mathematics	II.	4
Christian Doctrine	II.	1
Elocution		1
Physical Geography		1
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		24

SECOND ACADEMIC CLASS.

	COURSE.	HOURS.
Latin	III.	5
Greek	III.	5
English	III.	5
History	III.	2
Mathematics	III.	4
Christian Doctrine	III.	1
Elocution		1
Geography	IV.	1
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		24

THIRD ACADEMIC CLASS.

	COURSE.	HOURS.
Latin	IV.	7
English	IV.	7
History	VI.	2
Mathematics	IV.	5
Christian Doctrine	IV.	1
Elocution		1
Geography	V.	1
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Course of Studies  
In The  
Department of Liberal Arts

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The Creighton College  
Omaha, Nebraska



## The College Course.

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The College course and the High School course, taken together, embrace seven years at Creighton. The College course is one of three years. The classes are called, Philosophy, Rhetoric and Poetry. The lowest, or Freshman, is called Poetry Class, because Poetry, in its best models, ancient and modern, forms the chief subject of study. Sophomore is called Rhetoric class, because the study of Rhetoric or Oratory is the main object of this class. The Senior year is called Philosophy, because Philosophy is there studied almost exclusively.

The course at Creighton has a greater number of weeks in the year, and a greater number of class hours in the week, so that three years' work is about equivalent in time to the four years of other colleges.

The High School course at Creighton embraces four years.

This division of years, making seven in the primary schools, four in the high school department and three in the college, enables a student who begins school at seven years, to enter the high school at fourteen and college at eighteen. He can, then, begin professional, technical or university studies at twenty-one, after acquiring a thorough liberal education, without bearing the unnecessary burden of specialties. For the successful pursuit of these specialties he will be best prepared by a good general education.

### PHILOSOPHY.

COURSE I. (Logic)—Five hours a week for half a year.

(a) Minor Logic or Dialectics.

The nature of simple apprehensions.—Divisions of ideas.—Judgments and propositions.—Reasoning.—The categorical syllogism and its rules.—The hypothetical syllogism.—Other species of arguments.—Indirect reasonings.—Sophisms.—Philosophic discussion.

## The Creighton College

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### (b) Major or Critical Logic.

The nature of certainty and its elements.—The fact of certainty as opposed to skepticism.—The means of certainty in the senses, in the intellect, in authority, and in common sense.—Objective evidence the ultimate criterion of certainty.

COURSE II. (Mental Philosophy)—Five hours a week for half a year.

### (a) General Metaphysics.

The nature of being; its concept and analogy, essence and existence, possible being.—The first principles derived from being.—The attributes of being, unity, truth, goodness, substance and accident, cause and effect.—The chief perfections of being.—The infinite, the necessary.—Order and beauty.

### (b) Cosmology.

The origin, purpose and perfection of the world.—The laws of nature and miracles.—Constitution of bodies; theories, ancient and modern.

COURSE III. Five hours, one-half a year.

### (a) Psychology.

Life, plant life, animal life, intellectual life.—Cognition, sensitive and intellectual.—Appetite, sensuous and rational.—The human soul, its nature, its origin, its destiny.—Theories of evolution.

### (b) Natural Theology.

The existence of God.—On atheism.—The essence of God, His infinite perfection.—On pantheism.—The immortality, immensity, eternity of God.—The knowledge, will and power of God.—Divine Providence.

COURSE IV. (Moral Philosophy)—Five hours, one-half year.

### (a) General Principles.

The ultimate end of man.—The use of the present life.—The morality of human acts.—The essence of morality.—Accountability for moral acts.—Circumstances lessening accountability.—The passions.—Virtues and vices.

Law in general.—The eternal law.—The natural law.—Positive law.—Conscience.—Sanction of the moral law.

(b) Special Applications.

I. Individual rights and duties.

(A) Duties to God: adoration, faith, love.

(B) Duties to ourselves.—Suicide immoral.

(C) Duties to other men. (a) Justice and charity.—(b) Duties regarding the minds and wills of others.—Lying. (c) Duties regarding the lives of others.—Homicide.—Self-defense. (d) Duties regarding honor.—Duelling.

(D) Rights of ownership. Communism.—Validity of titles to ownership.—Ways of acquiring property.—Transfer of property by contract.—Wages of laborers.

II. Social Rights and Duties.

Society in general. The family.—Divine institution and necessity, unity and indissolubility of marriage.—Parental authority.—Education.—Master and servant.—Slavery.

III. Civil Society.

(a) Nature and origin.—The end of civil government.—The units composing civil society.—Civil authority.—The different forms of government.—Duties and rights of the government regarding moral and intellectual welfare.—Material prosperity.—Public morality.—Religious liberty.—Liberty of the press.—The social problem.

(b) Functions of the civil government.—Legislative; the judiciary, the executive.—Object of punishment.—Capital punishment.—Other penalties.—Duties of civil officers.

(c) International law.—The equal natural rights of nations.—Intervention.—Concordats.—War and arbitration.

*TEXT BOOKS.\**

Logic and Metaphysics.—Russo's *Summa Philosophica*. For reference, Hill, Stonyhurst Series, Poland, Coppens.

Ethics.—Jouin's *Elementa Philosophiæ Moralis*. For reference, Russo, Hill, Coppens, Poland, Stonyhurst Series. Liberator's Political Economy.

## LATIN.

COURSE I. (Rhetoric Class)—Five hours a week one-half year.

(a) Cicero: Pro Lege Manilia, In Catilinam, I, II, III, IV.  
Horace: Odes, Epodes, Satires (selected).

(b) Latin composition in imitation of author.

(c) Sight translation.

COURSE II. (Rhetoric Class)—Five hours a week one-half year.

(a) Cicero: Pro Marcello, Pro Milone.

Tacitus: Agricola, Germania.

(b) Latin composition in imitation of author.

Original composition in Latin.

(c) Sight translation.

COURSE III. (Poetry. Class)—Five hours a week, one-half year.

(a) Virgil's, Aeneid (Book VI and selected passages from other books.)

Horace's Ars Poetica, Easier Odes; Select Christian Lyrics.

(b) Composition in prose in imitation of Cicero. Off-hand translation into Latin from English text-books and from Homer. —Practice in verse-writing.

COURSE IV. (Poetry Class)—Five hours, one-half year.

(a) Virgil's, Aeneid, Books I and II.

Cicero: Pro Archia.

(b) Latin composition in keeping with Arnold's Practice, Parts II and III.

## GREEK.

COURSE I. (Rhetoric Class)—Five hours, one-half year.

(a) Demosthenes Philippics or Olynthiacs. St. Chrysostom, Eutropius. Sophocles.—Oedipus Tyrannus or Antigone Aeschylus.—Prometheus Bound.

(b) Composition, Imitation of Authors.

COURSE II. (Rhetoric Class)—Five hours, one-half year.

(a) Author.—Demosthenes, Philippics or Olynthiacs.

(b) Composition.—Imitation of Author.

COURSE III. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's Iliad, Bk. VI.—Selected Odes, from *Græca Minora*.

(b) Composition.—Translation of Homer into Attic Greek.—Theme work.

COURSE IV. (Poetry Class)—Five hours, one-half year.

(a) Authors; Homer's Iliad, Bk. I, Selections from Bks. II and V.—Selected Odes.

(b) Composition.—Themes.

N. B.—In courses III and IV, a close metrical and literary analysis of the author is aimed at.—Homeric peculiarities are examined and discussed, and the Greek Epic Cycle is historically considered, as well as Homer's influence on literature.

References: Gladstone's Works on Homer; Lawson's Successors of Homer; Mahaffy, Grote, Felton

## ENGLISH.

COURSE I. (Philosophy Class)—Two hours a week, one year.

(a) Philosophy of Literature.—Canons of Criticism.—Study of classical authors, particularly writers on philosophical topics.—Discussion of course of argumentation.

(b) Practice.—Written papers on philosophical subjects.—Oral and written criticisms of papers presented in class.

COURSE II. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts.—The different species of oratory: deliberative, forensic, demonstrative and sacred.

(b) Authors: Historical and critical study of the master orators, ancient and modern.

(c) Practice: A written paper on topics assigned.—Criticisms of speeches or essays presented in class.—Analysis of ora-



tions and outlines of speeches to be delivered. References: Quintilian, Kleutgen, Blair, Bardeen, Genung, Hill, etc.

COURSE III. (Rhetoric Class)—Three hours a week, one-half year.

(a) Precepts: (Oratorical composition) Qualifications of the Orator, Oratorical topics.—Order of arguments.—The parts of an oration (Coppens, S. J.)

(b) Authors: The best specimens of British and American orators read, analyzed and discussed.

(c) Practice: A written paper each week in imitation of models, or in illustration of precepts.

COURSE IV. (Poetry Class)—Three hours a week, one-half year.—Fiction.—Essays.—Poetry.

Theory: Ground principles of literary æsthetics. (a) Beauty. 1st. What things are beautiful? 2nd. What are the qualities or elements constituting beauty. (a) Physical (b) Moral and spiritual sublimity.

(b) Criticism. Taste, imagination, sentiment. For reference: Jungmann, Taparelli, Addison, Burke, Alison, Upton, etc.

(2) Fiction, Romance, Novels, and their different classes, objective, subjective, real, ideal. Origin, development, volume, worth and uses of English prose fiction.—The Metrical Romances, Mallory, Sidney, Lyly, Lodge, Fielding, Smollet, Richardson, Goldsmith, Edgeworth, Scott, Dickens, Thackeray, Lytton, George Eliot, Stevenson, Howells, Crawford, etc.

For reference: Tuckerman, Cross, Crawford, Howells, Brandner Matthews on the Historical novel; Arlo Bates' Aspects of Fiction.

(3) Poetry. Nature, province, divisions, qualities required in the poet.

For reference: Art of Poetry in the Britannica. Stedman's Nature of Poetry, and his Victorian and American Poets.—Sydney's "Defense of Poesy."—Shelley's "Defense of Poetry."—Leigh Hunt's "What is Poetry?"—Aristotle's Poetics.

Narrative Poetry. (1) The Epic, (2) The Metrical Ro-

mance, (3) The Metrical Tale, (4) The Ballad, (5) The Descriptive Poem, including Pastoral and Idyllic (6) The Allegory, (7) The Mock Heroic. Each kind studied in its nature, origin, history, present condition, etc.

Chosen specimens for class or private reading are examined according to the following method: (1) Mastery of the Subject, (2) Metre, Rhyme, Stanza, Structure (3) Classification (4) Purpose, (5) Plot, (6) Characters, (7) Setting, (8) Contrast, (9) Style, (10) Characteristics of Author, (11) Memory passages, (12) Life of Author, (13) Critical Opinion, (14) Comparative Study, (15) Collateral Reading.

For Reference: Lanier's Science of English Verse. Heydrick's "How to Study Literature," Gummere's Handbook of Poetics.

COURSE V. (Poetry Class)—Three hours a week, one-half year.

I. (a) Lyric Poetry and Nature. How distinguished from other kinds of Poetry, Varieties (a), (1) Simple (2) Emotional, Enthusiastic, (3) Reflective. (b) (1) Sacred, (2) Patriotic, (3) Love Lyrics, (4) Lyrics of Nature, (5) Lyrics of Grief, (6) Reflective, (7) Convivial, (8) Lyrical Ballad, (9) Miscellaneous.

(b) Classical specimens of each kind studied and explained in class-room in the following or some kindred order: Reading the Poem, Classification, Central Theme, Mood, Movement, Sound Structure, Style, Characteristics of Author, Memory Passages, Life of Author, Critical Opinion, Comparative Study, Collateral Reading.

(c) Origin and Growth of Lyric Poetry. Its great masters. Present Condition.

For Reference Gummere, Heydrick, etc.

II. Dramatic Poetry: (1) Tragedy, Comedy, The Reconciling Drama. Nature and characteristic of each. Difference between the Drama and other species of Poetry. Laws regulating Dramatic Composition.

(2) For class study and analysis, The Merchant of Venice, The Tempest, Hamlet, Macbeth, Richard III.

(3) Origin and History of the Drama ; Shakespeare's place among dramatists.

For reference, Blair, Moulton, Schlegel. Cyclopedia Britannica on Dramatic Poetry.

Essays: (1) Nature, Structure, Kinds, personal, narrative, critical, reflective.

(2) Models of each species used for reading and class analysis.

(3) Origin, history and value of the Essay in English Literature.

Practical original composition of novelettes, poems and essays, at least one composition a week.

## PRACTICAL ORATORY AND DEBATING.

COURSE I. Two hours once a week for nine months, besides special conferences and help given to individuals by the Professor.

The object of this course is to train the students of the Collegiate Department to readiness and fluency in speaking before an audience. To this end it is conducted according to strict parliamentary practice as is usual in debating societies. The literary and oratorical exercises are always under the direct supervision of a member of the Faculty. They are as follows:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations.

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.

6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all the students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

## EVIDENCES OF RELIGION.

COURSE I. (Philosophy Class) One hour a week, one year.

Apologetics. Christianity a Revealed Religion, Revelation in General.—Pre-Christian Revelation.—The Christian Revelation.—Institution of the Church.—The End of the Church.—The Constitution of the Church.—Marks of the Church.—The Teaching Office of the Church.—Sources of the Church's Teaching.—The Rule of Faith.

COURSE II. (Rhetoric Class) One hour a week—one year. Christian Dogma. The Existence of God. The Nature of God.—The Attributes of God.—The Unity of God.—God in Three Persons.—God the Creator.—The Various Grades of Creation.—God the Redeemer of Fallen Man.—Grace actual and habitual.—The Sacraments as Means of Grace. The Sacraments in Particular.—The Church as a Means of Salvation.—The Last Things.

COURSE III. (Poetry Class) One hour a week, one year. Christian Moral. The Basis of Morality.—Law and Con-



science.—Conditions of Morality.—Moral Good and Moral Evil.—The Christian's Duties towards God, towards Himself and towards his Neighbor.—Christian Perfection.

## HISTORY.

COURSE I. (Rhetoric Class)—One period a week, one year. Nature and general laws of History.—Sources of Historical knowledge.—Qualities required in the historian.—General reliability of history.—Special sources of error.

(a) False Statements. References.—Herodotus, Diodorus Siculus, Rollin, Rawlinson, Lenormant and Chevalier, Froude.

(b) Suppression of Facts. References.—Spalding's Miscellanea, Gibbon's Decline and Fall of the Roman Empire, Prescott's Conquest of Mexico.

(c) Partiality. References.—Livy, Irving.

(d) Prejudice.

(e) False theories. References.—Hume, Mitford, Herder, Kant, Hegel, Guizot, Cousin, Michelet, Bancroft, Carlyle, Macaulay, Mitchel, Lingard.—Schools of History, Fatalistic, Descriptive, Judicial.—References.—Bossuet, Alzog, Darras, etc.—Philosophy of History.—References.—Voltaire, Montesquieu, Buckle, Guizot, Balmes.

COURSE II. (Poetry Class)—One hour a week, one year.—Ancient History from the first Punic War to the beginning of the Christian Era.—The first and second Punic Wars.—Antiochus the Great.—The Maccabees.—The third Punic War.—End of Grecian independence.—The Romans in Spain.—War with Jugurtha.—The Civil Wars in Rome.—Marius and Sulla, Pompey.—Cicero and Cataline.—Julius Cæsar.—His Conquest of Gaul and his victory over Pompey.—Cæsar's death.—Octavius and Antony.—The Battle of Actium.—The Empire of Rome.



## MATHEMATICS.

COURSE I. (Philosophy Class) Two hours a week, one half year.—Differential and Integral Calculus.—Differentiation.—Maclaurin's and Taylor's Theorems.—Maxima and Minima evolutes and envelopes.—Tracing of curves.—Integration, Rectification, Quadrature, Cubature, Applications to Mechanics.—Surfaces in general.—(Hardy.)

COURSE II. (Rhetoric Class)—Four hours a week, one-half year.—Advanced Algebra.—(Wentworth.)

COURSE III. (Rhetoric Class)—Four hours a week, one-half year.—Analytic geometry.—Conic sections.—(Wentworth.)

COURSE IV. (Poetry Class)—Four hours a week, one-half year.—Spherical geometry and spherical trigonometry.—(Wentworth.)

COURSE V. (Poetry Class)—Four hours a week, one-half year.—Plane trigonometry and surveying.—(Wentworth.)

## SCIENCES.

### *Astronomy.*

COURSE I. (Philosophy Class) Five hours a week, one-half year.

(a) The Doctrine of the Sphere.—The Earth, form, dimensions, rotation, mass and density.—The Moon.—The Sun.—Celestial Mechanics.—Comets and Meteors.—The Stars.

(b) Practice. Use of transit circle and of the equatorial. Use of the Ephemeris.—Calculation of Eclipses.—Use of the spectroscope.

### *Geology.*

COURSE II. (Philosophy Class) Two hours a week, one year.

(a) Dynamical Geology.—Winds, Weathering, Rivers, Glaciers, Lakes, The Ocean, Volcanoes, Earthquakes.

## The Creighton College

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(b) Structural Geology.—Rock-forming Minerals.—Composition and Structure of Rocks.—Physiographic Structure.

(c) Historical Geology,—Archæan and Algonkian, Paleozoic, Mesozoic and Cenozoic Eras.

### *Physics.*

COURSE III. (Rhetoric Class) Three hours a week, one year.

(a) Light: Transmission.—Reflection.—Refraction.—Spectrum Analysis.—Polarization.—Diffraction.—Interference.—Theories of Light.

(b) Magnetism. Induction.—Lines of force.—Magnetic Dip.

(c) Statical Electricity: Induction.—Condensation.—Electrometers.—The Holtz and the Wimshurst Machines.

(d) Dynamical Electricity: Batteries.—Galvanometers.—Measurement.—Generation in a Magnetic Field.—The Dynamo and the Motor.—Transformers.—Direct and Alternating and multiphase currents. Tesla effects.—Crookes Tubes.—Roentgen Rays.

COURSE IV. (Poetry Class) Three hours a week, one year.

(a) Mechanics.—Statics.—Dynamics.

(b) Gravitation and Molecular Attraction.

(c) Liquids.—Specific Gravity.—Surface Tension.

(d) Gases, Properties and Laws.

(e) Sound.—Physical Theory of Music.—Analysis of Vibration.

(f) Heat: General Effects.—Vaporization.—Latent Heat.—Specific Heat.

### *Chemistry.*

COURSE V. (Rhetoric Class) Two hours a week, one year.

(a) General Chemistry.—Positive or Metallic Elements.

(b) Laboratory Practice.

COURSE VI. (Poetry Class) Two hours a week, one year.

(a) General Chemistry.—Negative or Non-Metallic Elements.

(b) Laboratory Practice.

## POLITICAL SCIENCE.

COURSE I. (Rhetoric Class ) One period a week, one-half year.

General Principles of Government :

(a) State Governments.—Constitution.—Their nature, object, establishment.—Departments; legislative, executive, judicial.

(b) The National Government: Origin, nature, growth.—Its Function; the legislative, the judiciary, the executive.

COURSE II. (Rhetoric Class ) One period a week, one-half year.

General Principles of Law :

(a) Municipal Law; civil rights, contracts, real estate, criminal law.

(b) International Law; its nature and authority;—War and Peace Rights and Duties of Belligerents—Rights and Duties of Neutrals.

## ELOCUTION.

COURSE I. (Philosophy Class ) One hour a week, one year. Mutual criticism of delivery and of interpretation.—Discussion.—Impromptu speaking.

COURSE II. (Rhetoric Class ) One hour a week, one year. Rendition of Oratorical and Dramatic Selections. The style of delivery suited to various species of oratory.

COURSE III. (Poetry Class ) One hour a week, one year. Interpretation and delivery.—Impersonation.—Constant application of theory and of experience acquired.

## TEACHERS' COURSES.

For the accommodation of those students who desire to qualify themselves for Superintendents' Examinations, special courses are arranged in Pedagogy, in Physiology and Hygiene, in Botany and Zoology, and in Analytical Chemistry.

In these special courses the hours of instruction and of laboratory work will depend upon the option of the instructors and the convenience of the students.

## WEEKLY TIME SCHEDULE.

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### PHILOSOPHY CLASS.

	COURSE.	HOURS.
Mental Philosophy	I. and II.	5
Psychology and Ethics	III. and IV.	5
Mathematics	I.	5
Evidences of Religion	I.	1
English	I.	2
Sciences	I. and II.	2
Elocution	I.	1
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		21

### RHETORIC CLASS.

	COURSE.	HOURS.
Latin	I. and II.	5
Greek	I. and II.	5
English	II. and III.	3
Mathematics	II. and III.	4
Political Science and History	I.	1
Science	III. and V.	4
Elocution	II.	1
Evidences of Religion	II.	1
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### POETRY CLASS.

	COURSE.	HOURS.
Latin	III. and IV.	5
Greek	III. and IV.	5
English	IV. and V.	3
Mathematics	IV. and V.	4
History	II.	1
Evidences of Religion	III.	1
Science	IV. and VI.	4
Elocution	III.	1
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## Degrees,

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According to the Act of Legislature under which the Creighton University was incorporated, its Board of Trustees has power "to confer such Academic degrees and honors as are conferred by Colleges and Universities of the United States".

### REQUIREMENTS.

The degree of Bachelor of Arts is conferred upon those who have successfully completed the Course of Studies as outlined in the Catalogue.

The degree of Master of Arts, in course, can be obtained by devoting a second year to the study of Philosophy in the College' or two years to professional studies.

The degree of Bachelor of Doctor of Philosophy will be granted only to Masters of Arts after successful Post Graduate courses in Philosophy and Science.

Professional degrees, in course, are defined by the Professional Departments of the University.

Honorary degrees are conferred, at the direction of the Board of Trustees, upon those who have preserved well of the community in Literature, or Science, or the Professions.



## Scholarships.

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The Catholic University of America, at Washington, D. C., desiring to encourage good work among the students of Catholic Colleges, has established a number of special scholarships, and assigns to each college which grants the degree of A. B. one of the scholarships thus established under the Faculty of Philosophy, the Faculty of Law, or in the School of the Technological Sciences.

By the courtesy and generosity of the President and Faculty of Georgetown University, Creighton College will have one scholarship in each of the departments of the University, viz., in the Law Department, in the Medical Department and in the Postgraduate Department.

These scholarships will be open to those who obtain the degree A. B., in course, from Creighton College, but the manner and the conditions of assignment to the scholarships are left to the determination of the Faculty of the College. Graduates who wish to avail themselves of these scholarships should send in their written applications to the College at an early day.

## Musical Culture.

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The study of music, both instrumental and vocal, has always received encouragement at the hands of the Faculty, and excellent opportunities for musical training under the direction of professional teachers are offered to all the students who desire to avail themselves of them. It was the endeavor of the professors to cultivate among the students a correct taste for music, while they instilled enthusiasm for the art by the success with which their efforts were crowned. While private lessons may at all times be taken by the students individually, it is thought that concert drill, by creating emulation and practically inculcating harmony, contributes much to the musical development of the student. From the classes thus conducted it has been possible to form the University Mandolin Orchestra, which has acquired sufficient proficiency to supply at various entertainments the musical numbers of the programme, and by means of the vocal classes, the Junior choir and the University Glee Club, composed entirely of students, have added much by their efforts, to the impressiveness of divine worship and to the enjoyment of many an evening in the University Hall.

What has been begun under such favorable auspices, the students are most earnestly urged to continue for the sake of the refining influence which music by its very exerts, as well as for the many-sided development which its cultivation effects.

## College Organizations.

### SOCIETIES FOR RELIGIOUS CULTURE.

#### 1.—*The Sodality of the Immaculate Conception.*

The Sodality is an organization for Catholic students, who desire in a particular manner to give expression to their devotion to Our Lady by the study and imitation of her virtues, and by practices of piety in her honor. At the weekly meetings on Saturday the Little Office of the Immaculate Conception is recited and an exhortation is given by the Reverend Director. The Sodality was founded November 9, 1878, and membership has always been most satisfactory both in numbers and in regularity of attendance.

#### 2.—*The Apostleship of Prayer—League of the Sacred Heart.*

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at College, the zeal for the interests of Our Lord, which is so general among the laity of the Catholic Church, the Apostleship of Prayer was established in 1879, and since then few of the students of the University have failed to have their names enrolled as active members.

#### 3.—*The St. John Berchmans Sanctuary Society.*

The object of this Society is to consult the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the sacred privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

### SOCIETIES FOR ORATORICAL CULTURE.

#### 1.—*The Creighton Oratorical Association.*

As its name implies, this society trains its members to readiness and fluency in speaking before an audience. To this end likewise tends the attention paid to historical study and to composition. Meetings are held on Wednesday evenings and debates alternate with orations, recitations and literary essays. The Association was organized in 1884 and is composed mainly of University students. In 1899 it was admitted to the Nebraska Collegiate Oratorical Association and during the month of January each year a contest in oratory takes place to determine the representative at the State contest.

#### 2.—*The Creighton Literary Society—*

Since December, 1899, the members of this society have, by their earnestness in preparing themselves for appearance in public, well realized the purpose of its recent foundation, which was to secure for the lower classes of the course, advantages which the Creighton Oratorical Association insures to the higher.

## The Creighton College

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### 3.—*The Creighton Dramatic Circle.*

To further the study of dramatic literature, to improve in elocution, in interpretation, in impersonation and in public speaking, and to insure versatility, polish and self-reliance, the Dramatic Circle was organized in 1899.

## SOCIETIES FOR MUSICAL CULTURE.

### 1.—*The Creighton University Mandolin Orchestra.*

The Orchestra was established among the students in 1899, and besides affording them training in instrumental music enables them to minister to the enjoyment of their fellow students and of their friends at public entertainments.

### 2.—*The University Glee Club.*

The object of the Glee Club is similar to that of the Orchestra in furthering a taste for vocal music. Its existence dates back to 1885.

## OTHER SOCIETIES.

### *The Creighton Alumni Association.*

The Alumni Association was organized Oct. 26, 1903. Its object is to preserve and strengthen the ties of fellow-feeling and friendship among former students of the College and to afford them an opportunity of showing their attachment for their Alma Mater.

The following are eligible to active membership: (a) Regular Graduates of the School of Arts; (b) Adoptive Alumni; (c) Ex-Students of the Collegiate Department whose classes have graduated.

The honorary members shall consist of those on whom the Association may see fit to confer the title.

### *The Creighton University Athletic Association.*

This society was organized for the double purpose of fostering a college spirit and of encouraging healthful bodily exercise among the students. The latter aim is not considered as an end sufficiently worthy in itself, but rather as an aid to earnest application to more serious pursuits. The association has been in existence a number of years, but only during the last three years has it made its presence felt in intercollegiate contests on the gridiron and the diamond. During the past year particularly a new impetus was given to outdoor sports by the laying out of the new athletic field near the University buildings, and by providing larger and more convenient apartments with baths and lockers for the exclusive use of the players. It is the hope and purpose of the association to further indoor athletics to a like extent by fitting up in the near future a modern gymnasium with all necessary appurtenances.

### *The Student's Library and Reading Room Association.*

To the officers and members of this Association do the Students owe their facilities for interesting and useful reading. Under their management the Library has been open free to all from the year 1880. By a yearly addition of from one to two hundred books, they have increased

## The Creighton College

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the number to over three thousand volumes. Periodicals number thirty-eight, and pamphlets accessible to professors and students exceed 1,000. A volunteer corps of librarians is in attendance during four hours on class days and during two hours on free days.

Since the opening of the spring term of the present year the association has been able to offer to the students all the accomodation afforded by the new reading-room. This room occupies the whole lower floor of the main building, is handsomely decorated and well lighted. Removed from the noise and distraction of the street and of the play grounds the student can here at his ease devote his leisure time to reading or study.

### LIBRARY CATALOGUING.

In order to make the library available to all, the exhaustive method of cataloguing and indexing, begun in 1900, has been continued by a corps of librarians chosen from among the students of the collegiate department. The dictionary catalogue is, at present, sufficiently complete to permit of immediate attendance to current accessions. The charging system adopted during the past year is one approved by the American Library Association and in use in the best libraries throughout the country.

## Evening Class of Post-Graduate Work.

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This class was organized in 1903. In the future it will meet in the Lecture Hall of the Edward Creighton Institute (Creighton University Law School) every Monday and Friday at 8 P. M., from October to May.

Whilst intended primarily for the Students of the Medical and Law Departments of the University, the class is open, too, to all College graduates, advanced and special students and professional gentlemen, who may desire an opportunity to review their college work and to make a more thorough and practical study of its fundamental questions, after some experience in active life will have made them realize its importance.

The class exercises consist of lectures and discussions on the chief points of logic, psychology, ethics and oratory.

Those who have already attained the degree of A. B. will be eligible to that of A. M. on the conditions of the requisite attendance at the lectures of the evening class, the presentation of a philosophical thesis and an examination satisfactory to the Board of Trustees of the College.

A fee of five dollars, payable in advance, is charged.

### EVENING CLASS IN LINCOLN, NEBRASKA.

At the request of the Knights of Columbus, Lincoln Council, a class in Post-Graduate work on similar lines to those described above, was organized in Lincoln, Nebraska in 1905. It meets every Wednesday at 8 P. M. in the Catholic Lyceum Hall.

### LECTURERS:

Rev. Michael J. Ryan, S. J.—Oratory and Oratorical Composition.

Rev. Charles Coppens, S. J.—Logic and Special Questions in Mental Philosophy.

Rev. Michael J. O'Connor, S. J.—Psychology.

Rev. Michael I. Stritch, S. J.—Ethics.



## Acknowledgments.

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The President and Faculty wish to express their grateful thanks for favors received during the past year.—The Departments of Law and Dentistry were made possible by the generosity of the co-founder, John A. Creighton, who at different times contributed sums aggregating \$140,000, for the building, furnishing and equipment of the Edward Creighton Institute, as well as for restoring the impaired endowment fund and paying special taxes dating back to the period of depression, developing the different existing departments, acquiring necessary building lots, making urgent improvements in the University grounds and buildings, purchasing an interest in the Law Library, meeting current expenses and various pressing wants.

The following benefactors, too, are gratefully mentioned:

### DONORS OF MEDALS.

Rt. Rev. Richard Scannell, D. D.  
Very Rev. John Jennette.  
Very Rev. Patrick Smyth.  
Rev. Patrick McGovern.  
Rev. James Aherne.  
Rev. Patrick J. Judge.  
Rev. D. W. Moriarity.  
Tom J. McShane, A. B.  
Mr. Edw. W. Nash.  
A Friend of Education.  
Knights of Columbus, Omaha Council No. 652.

### GIFTS TO THE LIBRARY.

James Coakley, Co. M. First Nebraska Volunteers, six volumes from Manila.

- 1 La Divina Comoedia.—Por Dante Alighieri. El Purgatorio, El Paradiso.
2. Código Penal de las Filipinas.
- 3 Ley de Enjuiciamiento Civil de las Filipinas.
- 4 Historia Biografica de los Presidentes de los Estados Unidos.
- 5 Los Esplendores de la Fe.
- 6 Manual de Parocos'.

Honorable J. M. Woolworth:—History of the Province and States of the Louisiana Purchase, 7 volumes.

Arthur H. Clark Co.:—Historic Highways of America, 16 volumes.

J. C. Kinsler, Esq.:—Newman's Lives of the English Saints 6 volumes.

### TO THE SCIENTIFIC DEPARTMENT.

Class of 1904:—A Steinhell grating Telespectroscope.

Sacred Heart Academy, Park Place, Omaha:—A Hartl Optical disk.

John F. Gaule, '06:—A Magnet.

## College Calendar for 1905-1906.

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### 1905.

- January 3.—Opening of Schools after Christmas Vacations.  
January 5.—Examination of "Conditioned" Students.  
January 9.—Local Oratorical Contest.  
January 17.—Third Lecture of K. C. Creighton Alumni Course.—  
"The Care of Our Young Men"—by Rev. P. A. McGovern.  
January 18.—Annual Retreat of Students begins.  
January 21.—Close of Retreat—General Communion.  
February 1.—Mid-year Examination of Seniors—Philosophy.  
February 6.—Opening of Second Semester of Post-Graduate Work.  
February 10.—Mid-Year Examination of Philosophers—Mathematics.  
February 12-25.—Third Quarterly Written Examinations for all Classes.  
February 17.—State Oratorical Contest at Grand Island, Nebr.  
February 22.—Washington's Birth-day—Holiday.  
February 28.—Fourth Lecture of K. C.—Creighton Alumni Course.—  
—"Reform and Reformers"—by Rev. M. P. Dowling, S. J.  
March 1.—Reading of Marks.  
March 16.—Fifth Lecture of K. C.—Creighton Alumni Course.—  
"The Literature of the Celt"—by Rt. Rev. R. Scannell, D. D.  
March 17.—Holiday.  
March 27.—Inter-Collegiate Contest in English—College Classes.  
April 7.—Preliminary Contest in Elocution.—Academy and College.  
April 8.—Holiday, Visit of V. Rev. Fr. Provincial.  
April 10-19.—Fourth Quarterly Written Examinations for all Classes.  
April 20.—Easter Holidays begin.  
April 25.—Classes resumed.  
April 26.—Inter-Collegiate Contests in Latin—College Classes.  
May 1.—May Devotions begin.  
May 4.—Inter-State Oratorical Contest at Monmouth, Illinois.  
May 10.—Public Contest in Elocution—Academy and College.  
May 12.—Examination in Christian Doctrine—Senior Class.  
Repetitions begin in all Classes.  
May 25.—Debate—Creighton University vs. South Dakota University, Vermillion, So. Dak.  
May 29.—Final Examination in Mathematics—Senior Class.  
May 30.—Solemn Closing of Month of May Devotions.  
June 9.—Final Examination in Philosophy—Senior Class.  
June 9-19.—General Examinations.  
June 20.—Undergraduate Closing Exercises.  
June 21.—Celebration of Feast of St. Aloysius—Commencement Day.  
June 21.—Summer Vacation.

## The Creighton College

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### 1905.

August 23-31.—Examinations of Candidates for admission.

August 30-Sept. 2.—Examinations of "Conditioned" Students.

N. B.—Examinations of said students will take place only on the dates and in the matter specified by the following schedule:

August 30.—Latin and Greek.

August 31.—English, History, Chemistry.

September 1.—Mathematics and Physics.

September 5.—Opening of Schools.

September 11.—Schola brevis in Senior Class.

September 12.—Solemn Mass of the Holy Ghost—Sermon—Vent Creator.

September 16.—Inauguration of Sodality.

September 20.—First Meeting of the Creighton Oratorical Ass'n.

September 21.—First Meeting of the Creighton Literary Society.

September 29.—Rector's Day.

Creighton Lecture Course opens.—Dates to be announced.

October 2.—Post-Graduate work begins—First Semester.

October 16-30.—First Quarterly Written Examinations for all Classes.

October 26.—Specimen in Logic—Senior Class.

November 1.—Feast of All Saints—Holy day.

November 4.—Oratorical Ass'n Prize Orations handed in.

November 5.—Founder's Day—Solemn High Mass—Sermon.

Literary Exercises in Auditorium—Reading of Marks.

November 13.—Specimens begin in the Academy.

November 30.—Thanksgiving Day.

December 8.—Feast of the Immaculate Conception—Holyday.  
Sodality Day.

December 9-20.—Second Quarterly Written Examinations for all Classes.

December 12.—Student's Annual Play in Auditorium.

December 15.—Preliminary in the Oratorical Contest.

December 21.—Reading of Marks.

December 22. Jan. 2 '06.—Christmas Holidays.

### 1906.

January 3.—Opening of Schools after Christmas Vacations.

January 4.—Examination of "Conditioned" Students.

January 10.—Local Oratorical Contest.

Annual Retreat of Students—Date to be announced.

February 2.—Mid-year Examination of Seniors—Philosophy.

February 5.—Opening of Second Semester of Post-Graduate Work.

February 9.—Mid-year Examination of Philosophers—Mathematics.

February 15-26.—Third Quarterly Written Examinations for all Classes.

## The Creighton College

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February 22.—Washington's Birth-day.

State Oratorical Contest—Date to be announced.

March 5.—Reading of Marks.

March 17.—Holiday.

Inter-Collegiate Contest in English—College Classes.

April 11-17.—Easter Holidays.

April 17.—Preliminary Contest in Elocution.

April 18.—Inter-Collegiate Contest in Latin—College Classes.

May 1.—May Devotions begin.

May 4-12.—Fourth Quarterly Examinations for all Classes.

May 15.—Public Contest in Elocution.

May 16.—Examination in Christian Doctrine—Senior Class.

Repetitions begin in all classes.

May 30.—Solemn Closing of Month of May Devotions.

June.—Final Examinations in Philosophy—Senior Class.

June.—Final Examinations in Mathematics—Senior Class.

June 8-18.—General Examinations.

June 19.—Undergraduate Closing Exercises.

June 20.—Commencement Day.

## General Regulations.

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The Academic Year consists of one session, beginning on the first Monday of September, and ending in the last week of June, when the Annual Commencement, the Conferring of Degrees and the Distribution of Premiums take place.

Punctual attendance is strictly insisted upon. Parents are regularly informed of the non-attendance of their sons, who, in case of absence, are invariably required to bring a note of excuse to the Vice-President. In order that the lessons may be prepared with proper assiduity, parents are requested to insist on their sons studying at home for two or three hours every evening.

The daily work of the students counts one-half for honors.

The College is open every morning at half-past 7 o'clock. Those who come before the time of class proceed at once to the class rooms, and devote the interval to private study. All are required to be present five minutes before half-past 8 o'clock, at which hour the Catholic students hear Mass. At 9 o'clock, a. m. the regular exercises of class commence, closing at 3 o'clock p. m.

Thursday is the weekly recreation day.

Thorough written examinations are made in all the classes in October, December, February and April. These examinations are competitive and are followed by a distribution of Premiums. The percentage obtained by the students is publicly announced, and honors are awarded to the leaders. A MEDAL OF EXCELLENCE is awarded to the student who makes the highest percentage in the collective branches of his class. Those who make 90 per cent. and upwards, merit the distinction of FIRST HONORS, and those who gain between 85 and 90, SECOND HONORS. Besides these incentives to general endeavor, a first and second prize are given for excellence in each of the branches of every class, but the percentage must be at least 85 in the Collegiate Course, and 80 in the Academic. At the distribution of premiums testimonials of Excellent Deportment are given to deserving students. Reports of the conduct and class-standing of students are sent, after each distribution, to parents and guardians. The premiums at the close of the session are bestowed upon those who have made the highest average percentage in daily work and written examinations. The final written examinations for promotion take place in June.

Parents who wish to withdraw their sons before the end of the session, are respectfully requested to give due notice of their intention to the Vice-President. Many inconveniences will thus be avoided, and order secured. Should any student leave of his own accord, or be with-



## The Creighton College

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drawn without such notice, or without giving satisfactory reasons, he will not be re-admitted.

For further information apply to the President or Vice-President of the College.

For faults committed outside of the premises, the officers of the College are by no means responsible, as students cease then to be under their jurisdiction; still, should any serious charge be fairly substantiated, the guilty shall be punished according to the gravity of the offense.

Whoever damages the College property must make compensation.

The use of tobacco is not allowed.

The use of profane language, or anything bordering on immorality, will subject the offender to expulsion.

## Order of the Day.

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### MORNING.

#### COLLEGIATE DEPARTMENT.

- 8:30 Mass.  
9:00 Latin, Mathematics.  
10:00 Recess.  
10:15 Philosophy, Greek.  
11:00 Physics, Chemistry, Bookkeeping.  
11:55 Recess.

#### ACADEMIC DEPARTMENT.

- Mass.  
Latin.  
Recess.  
Greek, History, Geography.  
Religious Instruction.  
Penmanship, French German.  
Recess.

### AFTERNOON.

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|--|---|
| 1:00 Evidences of Religion, Literature, Rhetoric, Elocution. | Rhetoric, English Grammar, Spelling, Elocution. |
| 2:15 Recess.   | Recess.   |
| 2:25 Philosophy, Mathematics.                                | Mathematics, Arithmetic.                        |
| 3:15 Clases Dismissed.                                       | Clases Dismissed.                               |

## Terms.

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Tuition is entirely free during the seven years of the Classical Course, which is open to students from any one of the States of the Union.

No ordinary expenses are incurred except the cost of text-books, which is about \$7 a year.

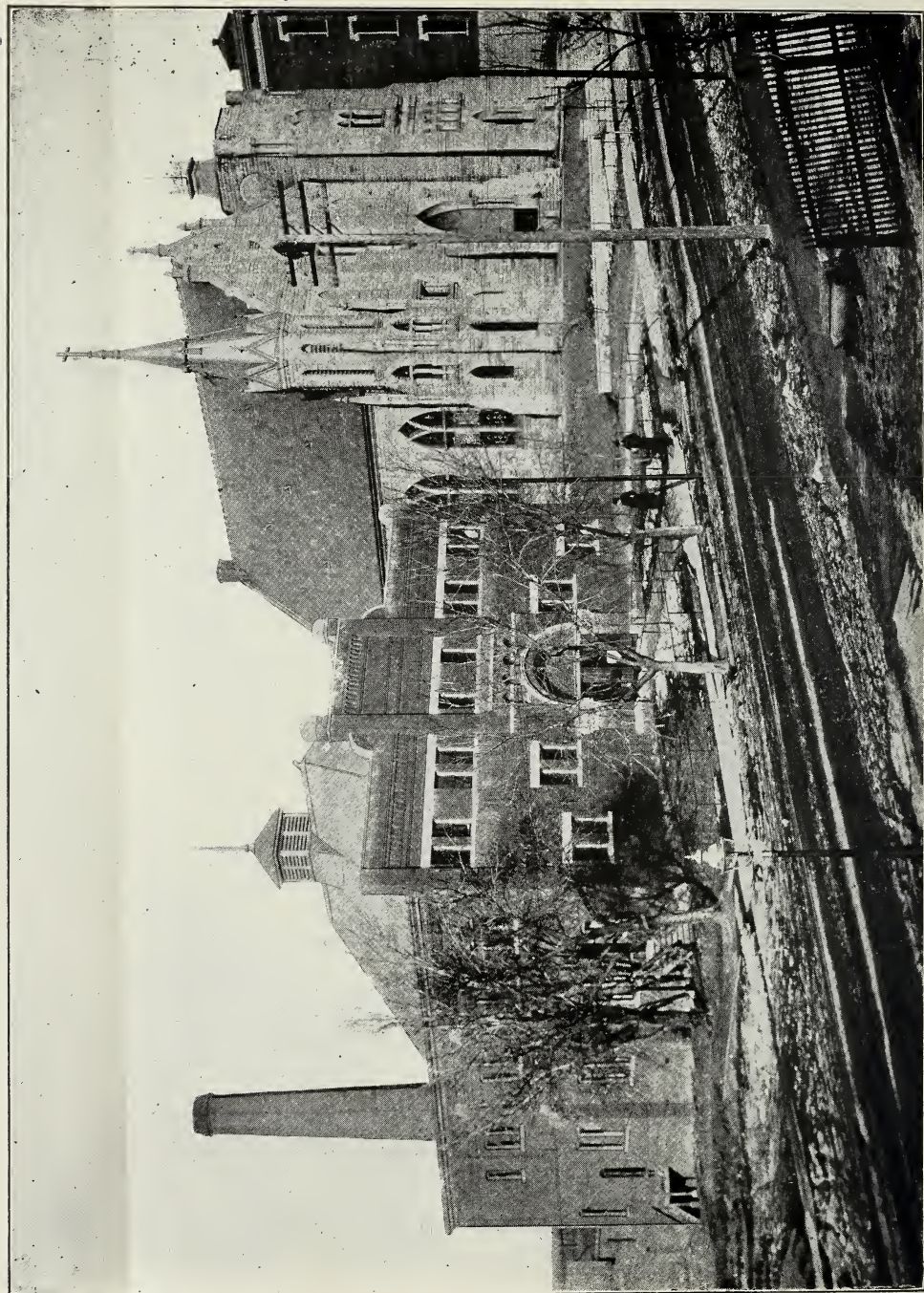
Following the practice of all institutions of learning, to which free colleges like this are not an exception, students of the Natural Sciences are expected to pay for the use of chemical and physical apparatus. The charge is \$10 per annum.

The Graduation fee is \$10.00.

The College is for day-scholars only.

While the Vice-President will cheerfully direct students from a distance to find suitable homes at reasonable rates for board and lodging, neither he nor the other College authorities will consent to act as guardians, or in any way hold themselves responsible for the conduct of these students, when not actually under College supervision. Good board and lodging can be obtained at from \$3.00 to \$4.00 per week.





UNIVERSITY AUDITORIUM AND ST. JOHN'S CHURCH

Officers, Faculty and Students

of the

Classical Department

1904-1905



## Officers and Faculty.

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### OFFICERS.

REV. M. P. DOWLING, S. J.,  
PRESIDENT.

REV. M. J. O'CONNOR, S. J.,  
VICE-PRESIDENT.

REV. M. M. BRONGSEEST, S. J.,  
CHAPLAIN.

REV. M. I. STRITCH, S. J.,  
LIBRARIAN

### FACULTY.

REV. M. J. O'CONNOR, S. J.,  
*Prefect of Studies.*

FRANCIS McKERNAN, S. J.,  
PATRICK TROY, S. J.,  
*Prefects of Discipline.*

ROBERT RYAN, S. J.,  
*Librarian of the Students' Library.*

JOHN USHER, S. J.,  
*Director of the Students' Choir.*

### COLLEGIATE DEPARTMENT.

REV. CHARLES COPPENS, S. J.,  
*Professor of Philosophy and Religion.*

REV. MICHAEL J. RYAN, S. J.,  
*Professor of Rhetoric and Oratory.*

REV. MICHAEL I. STRITCH, S. J.,  
*Professor of Poetry and English Literature.*

REV. WILLIAM WHELAN, S. J.,  
*Professor of Humanities and History.*

REV. WILLIAM F. RIGGE, S. J.  
*Professor of Astronomy, Mathematics and Physics.*

EDWARD CALHOUN, S. J.,  
*Professor of Chemistry and Mathematics.*

REV. SIMON A. BLACKMORE, S. J.,  
*Professor of Religion,  
Elocution and the Oratorical Association.*

The Creighton College

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ACADEMIC DEPARTMENT.

PATRICK TROY, S. J.,

*Professor of Special Latin.*

REV. MARTIN LUERSMAN, S. J.

*Professor of Special Greek.*

FREDERICK A. MEYER, S. J.,

*Professor of English Rhetoric and Greek Syntax.*

REV. THOMAS McNEIVE, S. J.,

ROBERT RYAN, S. J.,

*Professors of Syntax and Greek Rudiments.*

JOHN USHER, S. J.,

FRANCIS McKERNAN, S. J.,

S. M. BONAVENTURE,

S. M. CAMILLUS,

*Professors of Latin Rudiments and Analysis.*

REV. MICHAEL J. O'CONNOR, S. J.,

REV. MICHAEL J. RYAN, S. J.,

REV. WILLIAM WHELAN, S. J.,

REV. MICHAEL I. STRITCH, S. J.,

REV. MARTIN LUERSMAN, S. J.,

REV. THOMAS McNEIVE, S. J.,

*Instructors in Christian Doctrine.*

REV. MARTIN LUERSMAN, S. J.,

FREDERICK A. MEYER, S. J.,

*Professors of Mathematics.*

REV. M. J. O'CONNOR, S. J.,

REV. CHARLES COPPENS, S. J.,

REV. MARTIN LUERSMAN, S. J.,

FREDERICK A. MEYER, S. J.,

PATRICK TROY, S. J.,

*Professors of Modern Languages.*

JOHN USHER, S. J.,

*Professor of Music.*

## Students.

NAME	CLASS
Ahern, Irving .....	Third Academic, B
Aldrich, Raymond M.....	Second Academic, B
Allen, Walter.....	Second Academic, B
Allwine, Harry H.....	Third Academic, A
Armstrong, Edgar .....	Second Academic, B
Barrett, Patrick J.....	Humanities
Beckett, Stafford B.....	Second Academic, A
Beckman, Anthony F.....	Philosophy
Benjamin, Herman P.....	Special
Beveridge, John.....	Third Academic, D
Blanchard, Allen A.....	Third Academic, B
Borgheinck, Anton J.....	Third Academic, A
Borghoff, Fred.....	Third Academic, B
Bowler, Vance.....	Third Academic, B
Brady, John M.....	Philosophy
Brady, Raymond J.....	Third Academic, D
Brown, Alonzo .....	Third Academic, A
Brown, Port V.....	Third Academic, A
Bushman, George F.....	Poetry
Bushman, Herbert .....	Second Academic, B
Byrne, Eugene F.....	First Academic
Byrne, John P.....	First Academic
Byrne, Joseph F.....	Poetry
Byrne, Leo J.....	Third Academic, D
Cahill, Edward L.....	First Academic
Cahill, Michael J.....	Second Academic, B
Cain, James P.....	Humanities
Callahan, William E.....	Philosophy
Campbell, Matthew A.....	Second Academic, B
Canavan, Leo D.....	Third Academic, D
Carberry, Patrick E.....	Third Academic, A
Carlow, Richard.....	Second Academic, B

## The Creighton College

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NAME	CLASS
Carper, John F.....	Third Academic, A
Carroll, Charles.....	Third Academic, D
Carroll, George P.....	Second Academic, A
Cassidy, Harry .....	First Academic
Cassidy, Phillip A.....	Philosophy
Cavanagh, John A.....	Philosophy
Cavanagh, Martin.....	Third Academic, A
Cich, Michael .....	Second Academic, A
Cobry, Charles.....	Third Academic, D
Coad, Ralph .....	Second Academic, A
Cody, William A.....	Humanities
Colfer, Francis.....	Philosophy
Conlon, Martin P.....	Third Academic, C
Connelly, James J.....	Third Academic, C
Corrigan, Ray P.....	First Academic
Coufal, Ludwig R.....	Special
Craney, Howard H.....	Poetry
Cranney, Edward J.....	Poetry
Crawford, Samuel.....	Second Academic, B
Creighton, Edward A.....	Philosophy
Criss Neil.....	First Academic
Cronin, Thomas J.....	First Academic
Cullen, Arthur.....	Special
Cullen, T. Will.....	Humanities
Cunningham, Patrick.....	First Academic
Dally, Francis B.....	Humanities
Daly, Leo J.....	Third Academic, A
Danahy, Joseph D.....	Third Academic, D
Daugherty, John C.....	Third Academic, A
De la Vega, Francis J.....	Philosophy
Dermody, Louis A.....	First Academic
Descher, Paul J .....	Second Academic, A
Dervin, Edward P.....	Third Academic, B
Dervin, Hugh.....	Third Academic, B
Donahue, Edward.....	Third Academic, C
Donahue, Edward S.....	First Academic
Donahue, Francis.....	Humanities

# The Creighton College

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NAME	CLASS
Donahue, John J.....	Second Academic, A
Donahue, William J.....	Humanities
Donnelly, Edward S.....	Rhetoric
Donnelly, Thomas S.....	Third Academic, D
Donovan, Bernard J.....	Humanities
Donovan, William E. ....	Third Academic B
Doran, Bernard J .....	Humanities
Dorsey, Thomas.....	Special
Downey, Joseph M.....	Third Academic, A
Downey, William H.....	Poetry
Dreibus, Percy F.....	Third Academic, B
Driscoll, Harry W.....	Second Academic, A
Driscoll, William E.....	Third Academic, A
Drummy, Richard E.....	Third Academic, B
Dvorak, Francis R.....	Third Academic, C
Dwyer, John R.....	Humanities
Dwyer, Paul.....	Third Academic, D
Egan, George L.....	Second Academic, A
Egan, Richard.....	Second Academic, A
Ege, John W.....	Humanities
Eggers, John.....	Third Academic, A
English, John E.....	First Academic
Ennen, George L.....	Special
Farley, Charles J.....	First Academic
Farrell, Howard.....	Second Academic, B
Farrell, Raymond A.....	Second Academic, A
Farrell, Robert F.....	Third Academic, C
Ferguson, John W.....	Third Academic, A
Fixa, Charles M.....	Second Academic, B
Floersch, Clarence H.....	Second Academic, A
Frawley, Paul B.....	First Academic
Furay, Connell J.....	Poetry
Gahan, Thomas R.....	Third Academic, C
Garvey, Francis.....	Humanities
Gates, Francis.....	Third Academic, A
Gaule, Edward T.....	Rhetoric



# The Creighton College

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NAME	CLASS
Gaule John F.....	Rhetoric
Gillespie Edward J.....	Rhetoric
Gilligan, Joseph.....	Second Academic, B
Gilmore, Harry V.....	Second Academic, B
Glynn, Louis.....	First Academic
Goracke, Henry.....	Third Academic, A
Goracke, Norbert J.....	Third Academic, A
Guinane, Edward.....	Third Academic, C
Haaker, Irving J.....	Third Academic, A
Haarman, Carl F.....	Third Academic, D
Hagerty, John F.....	Philosophy
Hamilton, Charles W.....	Third Academic, B
Hannan, James J.....	Second Academic, A
Hannon, Emmett.....	Third Academic, A
Hanrahan, Morgan J.....	Rhetoric
Harsch, Henry W.....	Third Academic, A
Haster, Charles R.....	Third Academic, C
Hayes, William J.....	Second Academic, B
Heafey, Thomas E.....	Third Academic, B
Heath, Leo.....	Third Academic, B
Henely, Amos E.....	Rhetoric
Heyl, Earl C.....	First Academic
Hogan, Edward D. ....	Philosophy
Hogan, John.....	Second Academic, B
Hombach, William.....	Third Academic, B
Hooper, William R.....	Second Academic, A
Horan, Philip E.....	Humanities
Horan, Raymond J.....	Second Academic, B
Howley, Harry T.....	First Academic
Huntzinger, Arthur L.....	Third Academic, D
Igel, Eugene.....	Third Academic, D
Ihm, Joseph M.....	Third Academic, C
Jamieson, Thomas L.....	Second Academic, A
Jervis, James.....	Second Academic, B
Karlovsky, Francis C.....	Third Academic, C
Keeshan, Francis H.....	Rhetoric

## The Creighton College

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NAME	CLASS
Kehoe, Nicholas R.....	Philosophy
Kelley, Paul L.....	Third Academic, A
Kelly, Cyril B.....	Third Academic, C
Kelly, James.....	Special
Kelly, James F.....	Third Academic, C
Kelly, Thomas.....	Second Academic, B
Kennedy, Bernard.....	Second Academic, B
Kennedy, Francis J.....	Second Academic, A
Kennedy, Louis .....	First Academic
Kennedy, Richard V.....	Second Academic, B
Kerns, John T.....	Third Academic, D
Keyser, George A.....	Second Academic, B
Kinsella, Paul W.....	Second Academic, B
Kippes, Anton.....	Philosophy
Kirby Raymond W.....	Third Academic, A
Kleyla, Raymond J.....	Second Academic, A
Klotz, Raymond F.....	Third Academic, A
Krejci, Francis M.....	Third Academic, C
Krug, Oscar O.....	Third Academic, B
Lanigan, James.....	Philosophy
Lanigan, Thomas W.....	First Academic
Leary, Nobert C.....	Rhetoric
Leary, William A.....	Third Academic, D
Lee, James P.....	First Academic
Liljenstolpe, Carl.....	Second Academic, A
Liljenstolpe. Otto W.....	Third Academic, B
Little, Philip S.....	First Academic
Lofgren, Paul.....	Third Academic, C
Lovely, Joseph.....	Humanities
Lowe, John J. ....	Third Academic, D
Lowry, Thomas J.....	Third Academic, D
Mackin, Henry J.....	Third Academic, A
Maher, Joseph M.....	Third Academic, A
Maloney, T. Francis.....	Second Academic, B
Mangan, Leo E.....	Second Academic, A
Martin, Francis .....	Third Academic, B
Martin, Clement.....	Second Academic, A

## The Creighton College

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NAME	CLASS
Matza, Harry E.....	Third Academic, B
McAvin, James.....	Third Academic, A
McCaffrey, Hugh M.....	Second Academic B.
McCaffrey, James.....	Third Academic C.
McCaffrey, Owen.....	Third Academic D.
McCaffrey, T. Sherman.....	Poetry.
McCauley, Paul B.....	Humanities.
McCawley, Harry B.....	Humanities.
McCormick, John.....	First Academic.
McCormick, Thomas J.....	Poetry.
McCracken, George F.....	Rhetoric.
McCreary, John S.....	First Academic.
McDermott, Luke J.....	First Academic.
McDonald, James.....	Second Academic B.
McGovern, M. Francis.....	Second Academic A.
McGrath Charles J.....	Humanities.
McInerney, Francis.....	Third Academic B.
McMahon, James P.....	First Academic.
McManus Edward J. ....	Third Academic A.
McNally Robert E.....	Rhetoric.
McNamara, Raymond D.....	Third Academic A.
McQuade, Thomas.....	Second Academic B.
McQuarrie, George C.....	Special.
McShane, Arthur J.....	Poetry.
McShane, George .....	Third Academic B
McShane, John A.....	Poetry.
McShane, Thomas.....	First Academic.
McTigue, Edward.....	Third Academic A.
McWhorter, Gardner A.....	Second Academic B.
McWhorter, Hugh M.....	First Academic.
Meachham, Fred.....	Third Academic A.
Metcalfe, William.....	Socond Academic B.
Mieding, William J.....	First Academic.
Minogue, William J.....	Humanities.
Mogan, William E. ....	First Academic.
Moore, Arthur E.....	Third Academic B.
Morgan, Joseph C.....	Second Academic A.

# The Creighton College

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NAME	CLASS
Morrel, Clinton.....	Third Academic B
Moylan, David J.....	Third Academic D
Muffitt, Deiss E.....	Third Academic B.
Mugan, Michael.....	Second Academic, A
Mullen, John C.....	Third Academic A.
Mullen, John F.....	First Academic.
Mullen, William P.....	Rhetoric.
Mullin, Francis R.....	Second Academic B.
Mullin, James F.....	Third Academic B.
Mullin, Joseph.....	Third Academic C.
Mulvihill, James E.....	Third Academic B.
Mundy, James.....	Third Academic B.
Murphy, Charles M.....	Third Academic A.
Murphy, Cosmer D.....	First Academic.
Murphy, Edward.....	Third Academic D.
Murphy, J. Harry.....	Second Academic B.
Noonan, Eugene.....	Poetry.
Noonan, Victor F.....	Special.
Oberg, Alfred W.....	First Academic.
Oberg, David L.....	Second Academic B.
Oberg, Raymond.....	Third Academic C.
O'Brien, J. Edward.....	Second Academic B.
O'Connor, Andrew P.....	Poetry.
O'Connor, Charles S.....	Third Academic A
O'Connor, Daniel.....	Humanities.
O'Connor, Edward.....	Second Academic A.
O'Connor, George B.....	First Academic.
O'Connor, John J.....	Third Academic D.
O'Donovan Cornelius M.....	Philosophy.
O'Hearn, John J.....	Third Academic C.
O'Leary, Arthur.....	Third Academic C.
O'Malley, Charles E.....	Philosophy.
O'Malley, John H.....	Poetry.
O'Neill, Clarence G.....	Second Academic B.
O'Neill, James*.....	Rhetoric.
Organ, Robert.....	Third Academic A.
Owens, W. Raymond.....	Third Academic C

\*Died Feb. 15, 1905.

## The Creighton College

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NAME	CLASS
Parker, Francis T.....	Third Academic A.
Patterson, Richard C.....	Poetry.
Peacock, Cornelius J.....	First Academic.
Peacock, William.....	Second Academic A.
Peasinger, Charles W.....	Second Academic A.
Peters, George A.....	Humanities.
Peterson, William J.....	Third Academic B.
Pfeiler, Jacob A.....	Third Academic A.
Phelan, Patrick.....	First Academic.
Pleiss, Joseph A.....	Third Academic B.
Pritchett, Harold L.....	Second Academic B.
Purcell, Philip J.....	Humanities.
Quigley, Willard H.....	Second Academic A.
Rance, Ralph.....	Second Academic B.
Rasmussen, Paul E.....	Third Academic B.
Reading, Elmer W.....	Humanities.
Redden, Lewis.....	Third Academic B.
Riley, Tom R.....	Poetry.
Reiley, Francis.....	Second Academic A
Ring, T. Edward.....	Second Academic A.
Ripa, Edward.....	Third Academic C.
Roche, John R.....	First Academic.
Roche, Ralph.....	Humanities.
Rogers, Bryant.....	Special.
Rooney, William P.....	Humanities.
Rose, William T.....	Third Academic A.
Rosecrans, Francis.....	Third Academic B.
Rossiter, F. Keeshan.....	Third Academic C.
Roth, Alfred.....	Third Academic C.
Russell, Emmett.....	Third Academic A.
Ryan, John W.....	Poetry.
Ryan, William.....	Third Academic B.
Sadil, Anton.....	Third Academic D.
Sands, Francis C.....	Third Academic B
Schmidt, Paul J.....	First Academic.
Schopp, J. Walter.....	Poetry.



# The Creighton College

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NAME	CLASS
Scull, Ben.....	Third Academic B.
Shaddy, Gabriel A.....	Third Academic A.
Shields, James.....	Third Academic D.
Shirley, Edward G.....	Third Academic B.
Slatterey, William J.....	First Academic.
Smith, Francis A.....	Rhetoric.
Smyth, Gerald V.....	Third Academic A.
Smyth, William C.....	Humanities.
Sollars, Roy R.....	Second Academic A.
Spangenberg, Francis H.....	Second Academic A.
Sprague, Edward H.....	Third Academic A.
Stagno, Michael.....	Second Academic A.
Stanosheck, William.....	First Academic.
Stapenhorst, Harry.....	Third Academic A.
Steffen, John.....	Third Academic B.
Sternberg, William P.....	Poetry.
Stratman, Fred.....	Third Academic B.
Stuart, John A.....	Philosophy.
Sullivan, James.....	Second Academic A.
Sullivan, James A.....	Second Academic B.
Sullivan, John M.....	Poetry.
Sweeney, Dudley.....	Third Academic D.
Sweeney, Edward J.....	Third Academic D.
Taggart, Arthur.....	Third Academic B.
Tanner, Joseph.....	Second Academic B.
Taylor, Edmund C.....	Second Academic B.
Thomas, Frank C.....	First Academic.
Thompson, Joseph.....	Third Academic D.
Thompson, George.....	Second Academic B.
Tighe, John L.....	Third Academic A.
Thielen, Charles J .....	Humanities.
Tracy Philip.....	First Academic.
Umsted, Elmer E.....	Poetry.
Vachal, Prokop .....	Second Academic B.
Vana, George.....	Second Academic A.

## The Creighton College

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NAME	CLASS
Wallace, Francis R.....	Third Academic A.
Ware, William P.....	Humanities.
Wedell, Axel.....	Second Academic A.
Welch, John.....	Third Academic A.
Weppner, Joseph.....	Third Academic C.
Whalen, Francis J.....	Rhetoric.
Wharton, Joseph.....	Third Academic B.
White, John W.....	Third Academic B.
Whittaker, Reginald.....	Third Academic B.
Wicke, Fred.....	Third Academic C.
Williams, Roscoe C.....	Third Academic A.
Wirth, Joseph C.....	Second Academic B.
Wright, George B.....	Third Academic D.
Yates, Francis C.....	Humanities.
Yates, A. Warren.....	Third Academic B.
Young, William J.....	Humanities.

## Conferring of Degrees.

June 21, 1905.

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THE DEGREE OF MASTER OF ARTS (in course)

was conferred upon

PAUL L. MARTIN, L. L. B. (Harvard), A. B. '00.

THE DEGREE OF BACHELOR OF ARTS

was conferred upon

ANTHONY F. BECKMAN.

JOHN M. BRADY.

WILLIAM E. CALLAHAN.

PHILIP A. CASSIDY.

JOHN A. CAVANAGH.

FRANCIS M. COLFER.

EDWARD A. CREIGHTON.

FRANCIS J. De la VEGA.

JOHN F. HAGERTY.

EDWARD D. HOGAN.

NICHOLAS R. KEHOE.

ANTON KIPPES.

JAMES M. LANIGAN.

CORNELIUS M. O'DONOVAN.

CHARLES E. O'MALLEY.

JOHN A. STUART.

THE DEGREE OF DOCTOR OF DENTAL SURGERY (honoris causa)

was conferred upon

W. M. CONDON.

THE DEGREE OF MASTER OF ARTS (honoris causa)

was conferred upon

C. O. METZLER.

## The Creighton College

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### CONFERRING OF DEGREES.

The Degree of Master of Arts (in course)  
was conferred upon  
Paul J. Martin, L. L. B. (Harvard), A. B. '00.

The Degree of Bachelor of Arts  
was conferred upon

Anthony F. Beckman	John Hagerty.
John M. Brady.	Edward D. Hogan.
William E. Callahan.	Nicholas R. Kehoe.
Philip A. Cassidy.	Anton Kippes.
John A. Cavanaugh.	James M. Lanigan.
Francis M. Colfer,	Cornelius M. O'Donovan.
Edward A. Creighton.	Charles E. O'Malley.
Francis J. De la Vega.	John A. Stuart.

The Degree of Doctor of Dental Surgery (honoris causa)  
was conferred upon  
W. M. Condon.

The Degree of Master of Arts (honoris causa)  
was conferred upon  
C. O. Metzler, D. D. S.

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### COMMENCEMENT WEEK.

Solemn Mass and Sermon, St. John's Church, Wednesday June 21.

Distribution of Prizes and Undergraduate Exercises

University Auditorium, June 20.

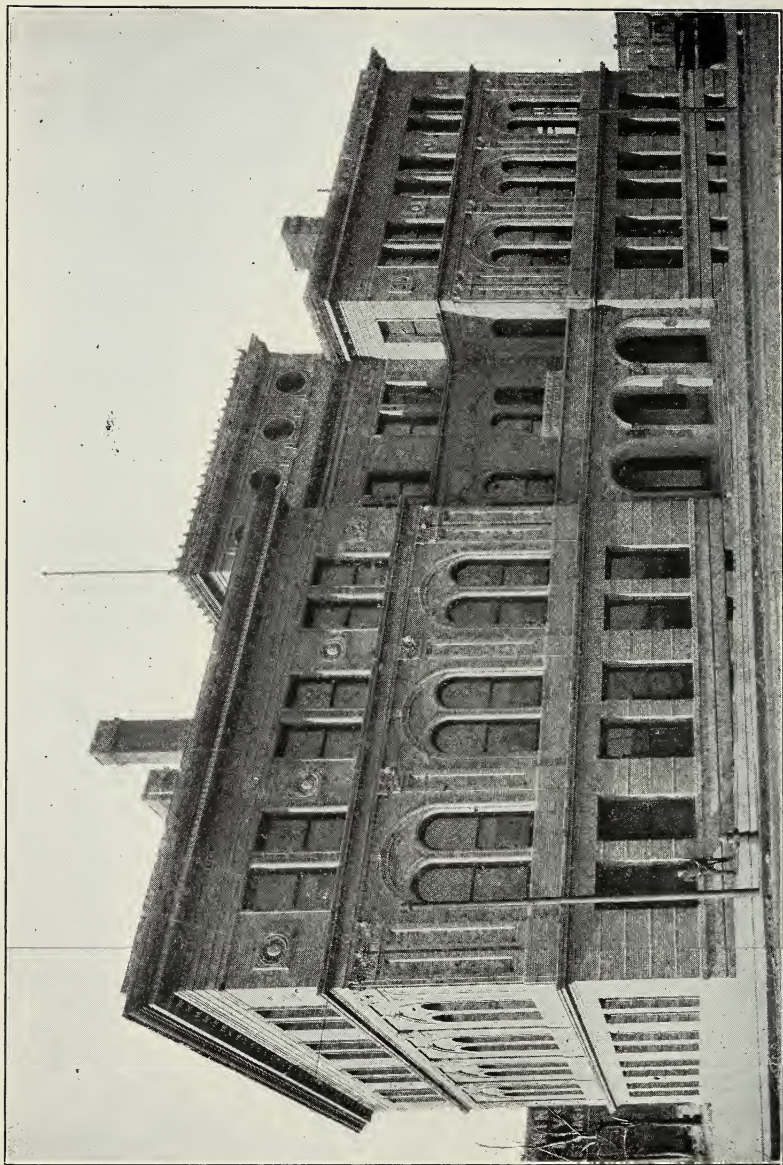
Commencement Exercises, University Auditorium, June 21

The next session will open Tuesday September 5, 1905.









JOHN A. CREIGHTON MEDICAL COLLEGE

THE

JOHN A. CREIGHTON MEDICAL COLLEGE

*MEDICAL DEPARTMENT*

*...OF...*

*CREIGHTON UNIVERSITY*

*OMAHA, NEBRASKA.*



1905-1906.

## CALENDAR.

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1905.

September 19—Tuesday morning at 9 o'clock, the Session begins.

November—Thanksgiving day—Holiday.

December 23—Saturday evening, Christmas recess begins.

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1906.

January 7—Wednesday morning, Lectures resumed.

February—Washington's birthday—Holiday.

May 15—Commencement Exercises.

May 19—Summer Session opens.

June 30—Summer Session closes.

The John A. Creighton Medical College

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BOARD OF REGENTS.

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REV. M. P. DOWLING, S. J. .... President of the University  
DEWITT C. BRYANT, A. M., M. D. .... Dean and Secretary  
A. W. RILEY, A. M., M. D. .... Treasurer  
J. S. FOOTE, A. M., M. D.  
CHAS. C. ALLISON, M. D.

---

FACULTY.

---

PAUL GROSSMAN, A. M., M. D. .... Corner 17th and Douglas Sts.  
*Professor Emeritus of Medicine.*  
J. H. PEABODY, A. M., M. D. .... 24th and Farnam Sts.  
*Professor Emeritus of Military Surgery.*  
T. B. LACEY, M. D. .... Council Bluffs  
*Professor Emeritus of Surgery.*  
D. C. BRYANT, A. M., M. D., Dean. .... McCague Building  
*Professor of Ophthalmology, Oculist and Aurist to St. Joseph's  
and Mercy Hospitals. Consultant to Douglas  
County Hospital.*  
A. W. RILEY, A. M., M. D. .... Brown Block  
*Professor of Principles and Practice of Medicine and Clinical  
Medicine. Physician to St. Joseph's Hospital.*  
B. F. CRUMMER, M. D. .... Continental Block  
*Professor of Principles and Practice of Medicine and Clinical  
Medicine. Physician to St. Joseph's and Douglas  
County Hospitals.*  
LEROY CRUMMER, B. S., M. D. .... Continental Block  
*Professor of Medicine and Clinical Medicine. Physician to  
St. Joseph's Hospital.*  
J. P. LORD, M. D. .... Paxton Block  
*Professor of Principles and Practice of Surgery and Clinical  
Surgery, and Orthopedic Surgery. Surgeon to St.  
Joseph's and Douglas County Hospitals.*  
CHARLES C. ALLISON, M. D. .... Creighton Block  
*Professor of Principles and Practice of Surgery, and Clinical  
Surgery. Surgeon to St. Joseph's, Wise Memorial  
and Douglas County Hospitals.*  
H. P. HAMILTON, M. D. .... McCague Building  
*Professor of Clinical Surgery and Surgical Pathology. Surgeon  
to St. Joseph's Hospital and Douglas County Hospital.*  
\* H. B. JENNINGS, M. D. .... Council Bluffs  
*Professor. Physician and Surgeon to Mercy and St. Bernard's Hospital.*  
J. M. BARSTOW, M. D. .... Council Bluffs.  
*Professor of Applied Therapeutics. Physician to St. Bernard's and  
Mercy Hospitals.*  
W. O. HENRY, M. D. .... McCague Building  
*Professor of Gynecology. Gynecologist to St. Joseph's Hospital.*

\* On leave of absence in Europe.



The John A. Creighton Medical College

- CHARLES ROSEWATER, M. D.....Bee Building  
*Professor of Obstetrics. Obstetrician to Douglas County Hospital.  
and Wise Hospital.*
- S. K. SPALDING, M. D.....McCague Building  
*Professor of Diseases of the Mind and Nervous System. Physician  
and Neurologist to St. Joseph's Hospital.*
- J. I. GREEN, M. D.....Lincoln, Neb.  
*Lecturer on Jurisprudence of Insanity. Superintendent of State  
Asylum for Insane, Lincoln, Neb.*
- H. CLAYTON SUMNEY, M. D.....Karbach Block  
*Professor of Dermatology, Syphilology and Genito-Urinary  
Diseases. Dermatologist to Douglas County Hospital.*
- H. LESLIE BURRELL, M. D.....McCague Building  
*Professor of Otolaryngology, Rhinology and Laryngology. Oculist to  
St. Bernard's and St. Joseph's Hospitals.*
- E. C. HENRY, M. D.....McCague Building  
*Professor of Anatomy. Gynecologist to St. Joseph's Hospital  
and Assistant Surgeon to Douglas County Hospital.*
- F. E. COULTER, M. D.....McCague Building  
*Clinical Professor of Diseases of the Mind and Nervous System.  
Neurologist to St. Joseph's, Mercy and Doug-  
las County Hospitals.*
- J. S. FOOTE, A. M., M. D.....McCague Building  
*Professor of Physiology, Histology, Pathology and Clinical  
Microscopy. Pathologist to St. Joseph's Hospital.*
- MILLARD LANGFELD, A. B., M. D.....McCague Building  
*Professor of Bacteriology and Embryology. Bacteriologist  
to Omaha City Board of Health. Physician to  
Douglas County and St. Joseph's Hospitals.*
- CHARLES F. CROWLEY, A. M., Ph. C., M. D., Creighton Medical College  
*Professor of Chemistry, Toxicology and Skiagraphy.  
Chemist to Omaha Board of Health.*
- WILLIAM P. WHELAN, S. J.....Creighton University  
*Professor of Medical Jurisprudence.*
- R. D. MASON, M. D.....Brown Block  
*Professor of Rectal Surgery. Surgeon to St. Joseph's Hospital.*
- W. R. HOBBS, M. D.....Sherman Avenue and Kyner Street  
*Clinical Professor of Medicine. Dispensary Clinic.*
- W. L. DAYTON, M. D.....Lincoln  
*Associate Professor of Ophthalmology.*
- A. L. MURIHEAD.....4248 Burdette Street.  
*Professor Pharmacology.*
- F. W. HOUGHTON, M. D.....Council Bluffs  
*Professor of Diseases of Children. Physician to  
Mercy and St. Bernard's Hospitals.*
- T. J. MAHONEY, LL. B.....Paxton Block  
*Lecturer on Medical Law.*
- A. H. HIPPLE, D. D. S.....Bee Building  
*Lecturer on Oral Surgery.*

**The John A. Creighton Medical College**

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- A. P. CONDON, M. D.**.....N. Y. Life Bldg.  
*Professor of Surgery (Fractures and Dislocations.)*  
*Lecturer on Bandaging and Surgical Appliances.*  
*Surgeon to Mercy and St. Joseph's Hospital.*
- F. T. SEYBERT, M. D.**.....Council Bluffs  
*Didactic and Clinical Lecturer on Mental Diseases; Physician*  
*and Surgeon to St. Bernard's and Mercy Hospital.*
- R. E. SCHINDEL, M. D.**.....South Omaha  
*Professor of Diseases of Stomach.*
- CHARLES O'NEILL RICH, B. S., M. D.**.....McCague Building  
*Professor of Surgical and Regional Anatomy. Assistant Surgeon.*  
*Douglas County Hospital.*
- RUDOLPH RIX, M. D.**.....McCague Building  
*Associate Professor of Anatomy, Physician to Douglas*  
*County Hospital.*
- H. L. AKIN, A. M., M. D.**.....McCague Building  
*Instructor in Clinical Diagnosis.*
- PAUL ELLIS, M. D.**.....24th and Ames Avenue  
*Assistant in General Medicine.*
- J. HELLWIG, M. D.**.....Karbach Block  
*Assistant in Dermatology, Syphilology and Genito-Urinary Diseases.*
- E. DELANNEY, M. D.**.....South Omaha, Neb.  
*Associate Professor in Hygiene.*
- MARY STRONG, M. D.**.....24th and Binney Streets  
*Demonstrator in Obstetrics and Assistant to Chair of Obstetrics.*  
*Obstetrician to Douglas County Hospital.*
- C. M. SCHINDEL, M. D.**.....South Omaha  
*Lecturer on Clinical Surgery. Dispensary Clinic.*
- B. M. RILEY, M. D.**.....Douglas Block  
*Instructor in Medicine. Physician to Douglas County Hospital.*
- F. W. LAKE, M. D.**.....Brown Block  
*Instructor in Medicine. Physician to Douglas County Hospital.*
- H. D. SINGER, M. R. C. P. ENG., M. D.**.....McCague Building  
*Assistant to Chair of Clinical Diseases of Mind and Nervous*  
*System. Neurologist to St. Joseph's Hospital.*
- A. E. MACK, M. D.**.....Barker Block  
*Assistant to Chair of Obstetrics.*
- N. F. STEINER, M. D.**.....Karbach Block  
*Assistant in Clinical Surgery.*
- J. M. MAYHEW, M. D.**.....Lincoln, Neb.  
*Special Lecturer on Diagnosis.*
- J. A. CUMMINGS, B. S., M. D.**.....McCague Building.  
*Demonstrator in Anatomy.*
- M. J. FORD, M. D.**.....McCague Building.  
*Demonstrator in Anatomy.*
- F. E. FITZGERALD, M. D.**.....Brown Block.  
*Demonstrator in Anatomy.*
- A. S. PINTO, M. D.**.....Karbach Block.  
*Special Lecturer on Tropical Diseases.*

## The John A. Creighton Medical College

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M. J. SCOTT, M. D.....	McCague Building
<i>Demonstrator in Anatomy.</i>	
L. B. BUSHMAN, M. D.....	28th and Leavenworth Streets
<i>Demonstrator in Anatomy.</i>	
S. B. PROUTY, M. D.....	Neville Block
<i>Demonstrator in Anatomy.</i>	

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### STAFF OF ST. JOSEPH'S HOSPITAL.

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J. P. LORD, M. D.....	Surgery
H. P. HAMILTON, M. D.....	Surgery
R. D. MASON, M. D.....	Rectal Surgery
CHARLES C. ALLISON, M. D.....	Surgery
A. W. RILEY, A. M., M. D.....	Medicine
B. F. CRUMMER, M. D.....	Medicine
F. E. COULTER, M. D.....	Neurology
S. K. SPALDING, M. D.....	Medicine
LE ROY CRUMMER, B. S., M. D.....	Medicine
W. O. HENRY, M. D.....	Gynecology
E. C. HENRY, M. D.....	Gynecology
D. C. BRYANT, A. M., M. D.....	Eye and Ear
H. L. BURRELL, M. D.....	Nose and Throat
PAUL GROSSMAN, A. M., M. D.....	Consulting Physician
J. S. FOOTE, A. M., M. D.....	Pathology
CHARLES F. CROWLEY, A. M., PH. C., M. D.....	Skiagraphy
A. P. CONDON, M. D.....	Surgery
MILLARD LANGFELD, A. B. M. D.....	Medicine
J. B. RALPH, M. D.....	Consultant (Contageous Diseases)
H. DOUGLAS SINGER, M. D.....	Neurology

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### STAFF OF DOUGLAS COUNTY HOSPITAL.

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B. F. CRUMMER, M. D.....	Medicine
H. P. HAMILTON, M. D.....	Surgery
CHARLES C. ALLISON, M. D.....	Surgery
C. ROSEWATER, M. D.....	Obstetrics
H. C. SUMNEY, M. D.....	Dermatology
D. C. BRYANT, M. D.....	Eye and Ear
A. W. RILEY, M. D.....	Medicine
MILLARD LANGFELD, M. D.....	Medicine

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### STAFF OF ST. BERNARD'S HOSPITAL.

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J. M. BARSTOW, M. D.	F. T. SEYBERT, M. D.
F. E. COULTER, M. D., Consultant.	

The John A. Creighton Medical College

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STAFF OF COLLEGE CLINIC AND DISPENSARY.

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A. L. MUIRHEAD, M. D.....	Superintendent
J. P. LORD, M. D.....	Clinical Surgery
H. P. HAMILTON, M. D.....	Clinical Surgery
N. F. STEINER, M. D.....	Clinical Surgery
E. C. HENRY, M. D.....	Clinical Surgery
R. D. MASON, M. D.....	Clinical Surgery
W. O. HENRY, M. D.....	Clinical Gynecology
H. L. ARNOLD, M. D.....	Eye, Ear, Nose and Throat
H. CLAYTON SUMNEY, M. D.....	Genito-Urinary and Skin Diseases
F. W. LAKE, M. D.....	Clinical Medicine
B. M. RILEY, B. S., M. D.....	Clinical Medicine
W. R. HOBBS, M. D.....	Clinical Medicine
CHARLES O'NEILL RICH, B. S., M. D.....	Clinical Medicine
RUDOLPH RIX, M. D.....	Clinical Pediatrics
J. HELLWIG, M. D.....	Genito-Urinary
H. D. SINGER, M. D.....	Clinical Neurology

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STAFF OF MERCY HOSPITAL.

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SURGICAL.

T. B. LACEY, M. D.  
F. T. SEYBERT, M. D.  
H. B. JENNINGS, M. D.  
A. P. CONDON, M. D.  
W. P. HOMBACH, M. D.  
J. H. COLE, M. D.

MEDICAL.

J. M. BARSTOW, M. D.  
H. B. JENNINGS, M. D.  
F. W. HOUGHTON, M. D.  
F. E. COULTER, M. D.  
J. H. CLEAVER, M. D.  
C. H. BOWER, M. D.

NEUROLOGICAL.

J. M. BARSTOW, M. D.                      F. T. SEYBERT, M. D.

OPHTHALMOLOGY.

D. C. BRYANT, M. D.

OTOLOGY AND LARYNGOLOGY.

H. L. BURRELL, M. D.



THE  
**JOHN A. CREIGHTON MEDICAL COLLEGE**

—AND—  
**CREIGHTON MEMORIAL HOSPITAL.**

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**HISTORICAL.**

In 1892 the Hon. John A. Creighton signified his willingness to found the Medical Department of Creighton University. To carry out his idea, the Board of Trustees held a meeting May 3d, 1892, and unanimously resolved to establish the "John A. Creighton Medical College" as a department of the University. This action was taken in virtue of an act of the Legislature, passed February 27, 1879, giving the University authorities power to "erect, within, and as departments of said institutions, schools and colleges of the arts, sciences and professions, as to them may seem proper." The funds necessary for maintaining the college, until it was on a paying basis, were guaranteed by the founder. It was the first institution in this section to require a four years' course of medicine.

Pending the erection of a commodious structure the college found a temporary home at Twelfth and Mason streets, in the old St. Joseph's Hospital, which had been vacated on the completion of the Creighton Memorial Hospital.

This magnificent Hospital was founded in 1888, by Mrs. Sarah Emily Creighton, who bequeathed to the Franciscan Sisterhood \$50,000 towards the construction of a building. Mr. Creighton took up as a labor of love the project initiated by his noble wife and determined to make it a worthy memorial of her. Besides donating the ground on which the edifice stands, he added three-fold to the amount of the original legacy, insuring thereby the construction of the best and most elegant hospital in the West.

By an arrangement made with the Sisters in charge of the hospital, through the good offices of the founder of the Medical School, all clinical material and advantages have from the beginning been reserved, and will continue to be devoted in perpetuity to the exclusive use of the Faculty and Students of the John A. Creighton Medical College.

Though the temporary quarters of the College furnished all the facilities essential for practical teaching, it soon became evident that something better was needed to meet the requirements of the rapidly increasing number of students. It had long been the cherished wish and intention of the Hon. John A. Creighton to build a permanent home for the Department of Medicine, and thus unite the two institutions, the Creighton University and the Creighton Memorial Hospital. Through his liberality such a building was completed and ready for use in October, 1898. The building is situated on the northwest corner of Fourteenth and Davenport streets, where it stands a monument to its founder, an inspiration to the Medical



## The John A. Creighton Medical College

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profession and an ornament to the city. The building, furniture and equipment cost about \$70,000, without counting the value of the ground. After the completion of the College, an operating building, with a large amphitheater, the only one in the city, was erected in connection with the hospital for the use of the professors and students, at a cost of \$10,000. A description of this building will be found in this catalogue.

The Creighton Medical Bulletin was started in February, 1898. It is mainly a students' enterprise, carried on under the direction of the Faculty. The periodical has been ably conducted and has enjoyed uninterrupted success. It affords the student an opportunity to publish papers they have written.

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### GENERAL STATEMENT.

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The fourteenth annual course of study will begin on Tuesday, September 19th, 1905, at 9 a. m., and will close May 15th, 1906.

The college year is divided into two semesters: the first beginning September 19th, and ending December 23d; the second beginning January 7th, and ending May 15th.

The school is undenominational and men and women are admitted on the same terms. The required period of study for the degree of Doctor of Medicine is four years: eight months constituting the school year. The studies are graded, so far as practicable, throughout the four years and the grading is arranged with reference to the relation which the subjects bear to each other.

The work of the first two years deals with the scientific or laboratory branches; while that of the last two years deals with the principles and practice of medicine and surgery, their associated specialties and the application of scientific methods to clinical experience.

It is desirable that all students matriculate before the beginning of the term and necessary that they begin work on the first day of the term. Any other arrangement impedes the progress of the student, as the most important part of a course of study of an unfamiliar branch is the first part.

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### SPRING TERM.

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In addition to the regular term of eight months, a spring course of two months in the first and second year work is continued from close of winter term to the last of June. This short course gives students, deficient in time or work, an opportunity to make up such deficiency and also allows physicians already in practice, who have only a short time to spare from their professional duties, to renew their acquaintance with laboratory work, and to familiarize themselves with whatever new things there are in Histology, Pathology, Bacteriology, Chemistry etc.

## REQUIREMENTS FOR ADMISSION.

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The requirements for admission to this college are based upon the requirements of the Association of American Medical Colleges, together with such additions as are necessary to meet the special rules of the Boards of Health in nearby states.

Applicants for admission to this college must be at least seventeen years of age, must present satisfactory evidence of good moral character, and fulfill the educational requirements hereinafter specified.

The following credentials will be recognized as fulfilling the educational requirements for admission to the study of medicine in this college:

(a) A diploma from a recognized and reputable literary college having a classical course granting the decree of Bachelor of Arts or equivalent degree.

*The degrees which are deemed equivalent to those of Bachelor of Arts are: Doctor of Philosophy, Doctor of Science, Doctor of Letters, Master of Arts, Master of Science, Bachelor of Philosophy, Bachelor of Science, Bachelor of Letters, Bachelor of Classics, Civil Engineer and Mechanical Engineer.*

(b) A diploma from an accredited and reputable high school, normal school or academy, having a classical course, issued after four years of study of at least eight and one-half months in each separate year.

(c) A teacher's permanent or life certificate granted upon examination by the State Board of Education, together with a certificate showing that the holder has studied Latin for at least one year.

(d) A medical student's certificate issued upon examination by any recognized State Board of Medical Examiners.

(e) A student's certificate of examination for admission to the Freshman class of a recognized literary or scientific college.

(f) A certificate from any reputable instructor or educational body, recognized by a State Board of Education, showing that the holder has passed a satisfactory examination, giving him credit for thirty points, of which at least two must be in Latin.

*One point in any subject means not less than five periods a week, of forty-five minutes each, for eighteen weeks.*

Students not possessing the educational requirements above specified are earnestly advised to enter the Academic Department of the university or some other reputable school and make up the existing deficiency before applying for admission to the Medical course.

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## ADMISSION TO ADVANCED STANDING.

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Students holding certificates of attendance and credits from other reputable medical colleges will, on presentation of such certificates, together with satisfactory credentials of preliminary education, be admitted to advanced standing and given credit for work done.

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## **The John A. Creighton Medical College**

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### **COMBINED SIX YEARS COURSE IN LITERATURE, SCIENCE AND MEDICINE.**

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The University offers a combined course in literature, science and medicine which enables students to spend part of their time in the second, third and fourth years in the Medical school and, at the end of the fourth year, to procure the Bachelor's degree, (A. B.) The last two years are devoted entirely to medicine and at the end of the sixth year the degree of Doctor of Medicine is conferred.

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### **ALL-MEDICAL FIVE YEARS COURSE.**

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This course is recommended to students desiring an especially thorough and complete Medical course.

The first year's work embraces: Physics, Biology, Comparative Anatomy, Chemistry and Latin. This course is open to students possessing a preliminary education of twenty-two points.

The remaining years are those of the regular four years course of medicine.

At the end of five years, a Medical Honorarium, in addition to the degree of M. D. will be conferred upon students taking this course.

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### **THE COLLEGE BUILDING.**

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The College is located on the corner of Fourteenth and Davenport streets, five minutes walk from the important business district of the city. Two street car lines pass in front of the building, one of which connects directly with the line running to the St. Joseph's Hospital.

The College building has a basement and three stories, with a central extension, making that part four stories in height.

The ground surface covered is 132x66 feet, with an east frontage of 132 feet, and a south frontage of 66 feet.

The design of the exterior of the building, being a modern adaptation of the Italian Renaissance, deals with the basement as the base, the first story as the pedestal, the second story as the shaft and the third story as the frieze of the monument, the whole being crowned with a cornice, which in turn is ornamented with dentals and consoles.

The entrance on the east side leads through an arcade under the open portico, which is 10x32 feet in size, then through the vestibule doors into the grand stairway-hall, at the further end of which a double stairway will be seen to lead to the upper stories.

On the first floor to the south are the recreation and reception rooms for the students and the Faculty, and on the same floor to the right of the stairway-hall are the different rooms for the outdoor clinics, and the drug store.

Two lecture halls, each 28x46 feet, occupy the north half of the second floor, while the south half contains the laboratories for Physiology, Histology and Bacteriology.

On the third floor to the north is the amphitheatre, 57x46 feet in area, and 20 feet in height, with 350 seats.

The south half of this floor contains the chemical and pharmaceutical laboratory.

On the fourth floor in the central extension is the dissecting room, with windows on all four sides.

An elevator runs from the basement to the fourth floor.

All necessary minor apartments, such as the museum, instrument rooms, private rooms, toilet rooms etc., are carefully provided for.

The interior is finished in hard wood and patent plaster; speaking tubes and call bells are provided.

The plumbing is made an object lesson of cleanliness and sanitation.

Particular attention is paid to the lighting, heating and ventilation of each school room, it being the intention to change the air in these rooms not less than six times per hour.

This building is, in every respect, a model of what is needed for a medical school.

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## LABORATORIES AND APPARATUS.

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The laboratories, lecture rooms and dissecting room are large and commodious, and are furnished in an up-to-date style with everything necessary to the proper teaching of modern medicine.

In the Pathological and Histological laboratories, each student is assigned a desk, with locker and key. He is furnished a microscope fitted with eye-pieces and two objectives, to which are added, in the Bacteriological laboratory, an Abbey condenser and 1-12-inch oil-immersion lens. The microscopes are nearly all new and of latest patterns, and were purchased from the well known makers, Bauch & Lomb, Leitz, Zeis, and Reichert; they represent an expenditure of between \$4,000 and \$5,000.

Besides a microscope, each student is loaned dishes, glassware, section-lifters, and such other apparatus as is necessary for the work. Sections of histological and pathological specimens furnished during the courses are the property of the student; and it is expected will be preserved for future reference.

The Chemical and Bacteriological laboratories are fully equipped; desks, lockers and keys, test-tubes, etc., being sufficient to supply each student a working outfit.



## The John A. Creighton Medical College

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In every laboratory it is the aim to supply each student a complete equipment, so that thorough individual work, experience and practice in the use of the scientific accessories to medical investigation, may be obtained.

The anatomical department is provided with a large refrigerating apparatus for the preservation of dissecting material. By means of it a uniform low temperature is maintained and the material is kept in proper condition for dissection and demonstration and at the same time free from the odors so common in the ordinary dissecting room. The apparatus is manufactured by the Larson Refrigerating Company and possesses the advantage over the ordinary cold storage plant of not only maintaining the proper temperature, but also a constant change of air, thereby preventing the accumulation of foul odors. In this manner fifty bodies may be prepared for the use of the department.

In the department of Embryology are full sets of Ziegler's Embryological Models of the chick and human embryo.

A Zeiss projection apparatus has been procured to facilitate the demonstration of those objects in a medical course which are inadequately presented by charts or diagrams. It is of the latest improved type and is adapted to lantern work, the projection of opaque objects and microscopic sections.

The institution possesses one of the largest Toepler-Holtz machines in the country which is employed in the demonstration of the X-ray in medicine and surgery.

The laboratories are 64x28 and have a working capacity of sixty students. They are furnished with fifty microscopes from the factories of Baurch & Lomb, Leitz, Reichert and Zeiss. Each student will be provided with a microscope, with a drawer, dishes, stains and sections. A system of models made on the tube plan of structure is provided for the demonstration of class work. Charts and outlines are also supplied.

This laboratory, 28x64, is fully supplied with all the working apparatus of the modern laboratory.

This room, 28x64, is provided with study tables, microscopes with oil immersion lenses, Grubler stains, dishes, platinum loops, etc., with sterilizer incubator-test tubes and cultures of micro-organisms.

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## CROWELL CABINET

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The need of reviewing, from time to time, the principles of physics has necessitated the introduction of many pieces of physical apparatus; but in order to surely cover the whole field, the college last year purchased a Crowell cabinet, consisting of two hundred and forty adjustable and interchangeable pieces with which can be performed any of the experiments in the various divisions of Physics. This novel combination allows of the



easy demonstration of optics, acoustics, electricity, magnetism, and thermics, of dynamics as applied to mechanics, hydrostatics and pneumatics, the principles of which must be thoroughly understood by the student for the mastery of the science and art of the practice of medicine.

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## REQUIREMENTS.

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Students are required to attend all the lectures, clinics and laboratory exercises of the session. If they are unable to do this on account of sickness or other real cause of absence they must notify their respective teachers and ask to be excused.

The standing of students is determined by the results of recitations, written examinations and laboratory work. It is indicated by the terms "passed" or "conditioned." If conditioned, the condition must be removed before the student can begin the work of the following year. No student will be admitted to the fourth year who is conditioned in any of the studies of the first and second years. Students must pass a majority of the studies of any one year in order to classify in the next succeeding year. Habitual absence without a satisfactory excuse, continued indifference to study or persistently poor scholarship may subject the student to temporary or permanent suspension.

In each laboratory course the student will be assigned a certain amount of apparatus and material for which he will be held responsible. At the end of each course the apparatus must be returned in good condition. Unnecessary damage to college buildings or property must be paid for by those by whom such damage has been committed. A breakage fee sufficient to cover the cost of apparatus will be collected at the beginning of the term, the same to be returned at the close of the term if such apparatus is in proper condition.

The student's capability to advance from one year's work to another is judged from the credits received in recitation, in quizzes, laboratory work, attendance, written examinations and deportment. Written final examinations will be held in the studies of each year.

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## MUSEUM.

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In the new College building there is a room prepared for the preservation of anatomical and pathological preparations, casts, specimens and such material as will be of interest in the various departments of Medicine.

Anyone having such specimens which he wishes preserved can place them in this room with his name attached, and with such histories or remarks as he chooses to give. There is thrown away every year a large number of interesting specimens, from which much could be learned, if they were only classified and accessible.

The College will consider it a favor if these specimens are forwarded to the Pathological department.

## GENERAL PLAN OF INSTRUCTION.

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Work in the dissecting room, in the laboratory, at the bed-side, demonstrations, clinics, lectures and recitations are the main features of the methods of instruction. The didactic lecture is used as a means of instruction in all subjects which require elucidation. The quiz forms one of the most important parts of the course; a part of each hour of instruction is devoted to it, or the whole hour at the termination of the lectures on a subject.

The work of each year is as nearly complete in itself as it is possible to make it, and examinations and credits are given as the work progresses. The student is marked according to his knowledge of a subject, and the term standing determines the advancement of the pupil, therefore a punctual attendance is essential to a good standing.

The first years of the medical course are devoted mainly to the fundamental medical sciences, the larger part of the time being spent in the laboratories. The studies of the first year are anatomy, histology, physiology, materia medica and chemistry. The study of anatomy, chemistry and physiology is continued into the second year; in addition, pathology, applied therapeutics, pharmacology and toxicology, hygiene and state medicine are studied. A practical course in bacteriology, with the chief emphasis upon its hygienic and medical bearing, is given during the first three months of this year; also, during the last six weeks of the year, the student is instructed in the methods of physical examinations of the thorax and abdomen. Upon the student's success in the work of the first two years will depend his success in all future medical study.

During the third year the general principles of the practical branches of medicine and surgery, including its special branches, are taught by didactic lectures, recitations and quizzes. The knowledge thus gained by the student is put to a practical test in the hospital and dispensary clinics.

During the fourth year the study of the same branches is continued. Nearly all the instruction, however, is given by clinics, clinical lectures, and quizzing. Students are required to examine, make diagnosis, and prescribe for patients suffering from all forms of disease, thus familiarizing themselves with practical work of the profession they are about to enter. Ample material for instruction is furnished by the St. Joseph's, Mercy, Douglas county, and St. Bernard's Hospitals and the dispensary clinics.

Electro-therapeutics, hydro-therapy, massage and suggestive therapeutics are given as much prominence in the course as the merits of each special branch deserves.

Attendance upon the hospital and dispensary clinics is obligatory with students of the third and fourth years.

The instruction is classified under the following heads:

Anatomy.  
Embryology.  
Histology.  
Chemistry.  
Pathology.  
Neurology.  
Practice of Medicine.  
Obstetrics.  
Diseases of Children.  
Otology.

Physiology.  
Materia Medica and Therapeutics.  
Pharmacology.  
Bacteriology.  
Dermatology.  
Surgery.  
Gynæcology.  
Ophthalmology.  
Laryngology.  
Venereal Diseases.

## ANATOMY.

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### *First Year.*

- I. Alimentary Tract and accessories—twice a week first semester. Prof. E. C. Henry.
- II. Angiology—once a week first and second semester. Prof. Rudolph Rix.
- III. Osteology—twice a week during second semester. Prof. E. C. Henry.
- IV. From First of November, first year men will be required to dissect two hours a day five times a week.

The first dissection will be one of the lower animals, either a rabbit, a cat or a dog. Second dissection will be on an arm or leg of a human.

### *Second Year.*

- I. Myology—twice a week first semester. Prof. Rudolph Rix.
- II. Special organs—once a week first and second semester. Prof. E. C. Henry.
- III. Brain and Cord—twice a week second semester. Prof. Rudolph Rix.
- IV. Second year men will dissect two hours a day five times a week, beginning November 1st.

The second term in this year will consist in studying and drawing serial sections.

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## PHYSIOLOGY.

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### *First and Second Year.*

Three hours a week for thirty-three weeks. The course consists of the study of the cell, of the good of adaptability, of the irritability and contractility of protoplasm, of the physiological division of labor, of the chemistry of the animal body, of the structure and function of the secreting glands, of the phenomena of circulation, digestion, respiration, metabolism, thermogenesis, nutrition and diet, internal and external secretions and of reproduction; also the relation of function to structure, the general plan of the animal body and the physical problems which arise in the exhibition of energy will be considered. Quizzes will be held at frequent intervals and papers read before the class. The papers are prepared by the students and are subject to the criticism of the teacher and class.—PROF. J. S. FOOTE.

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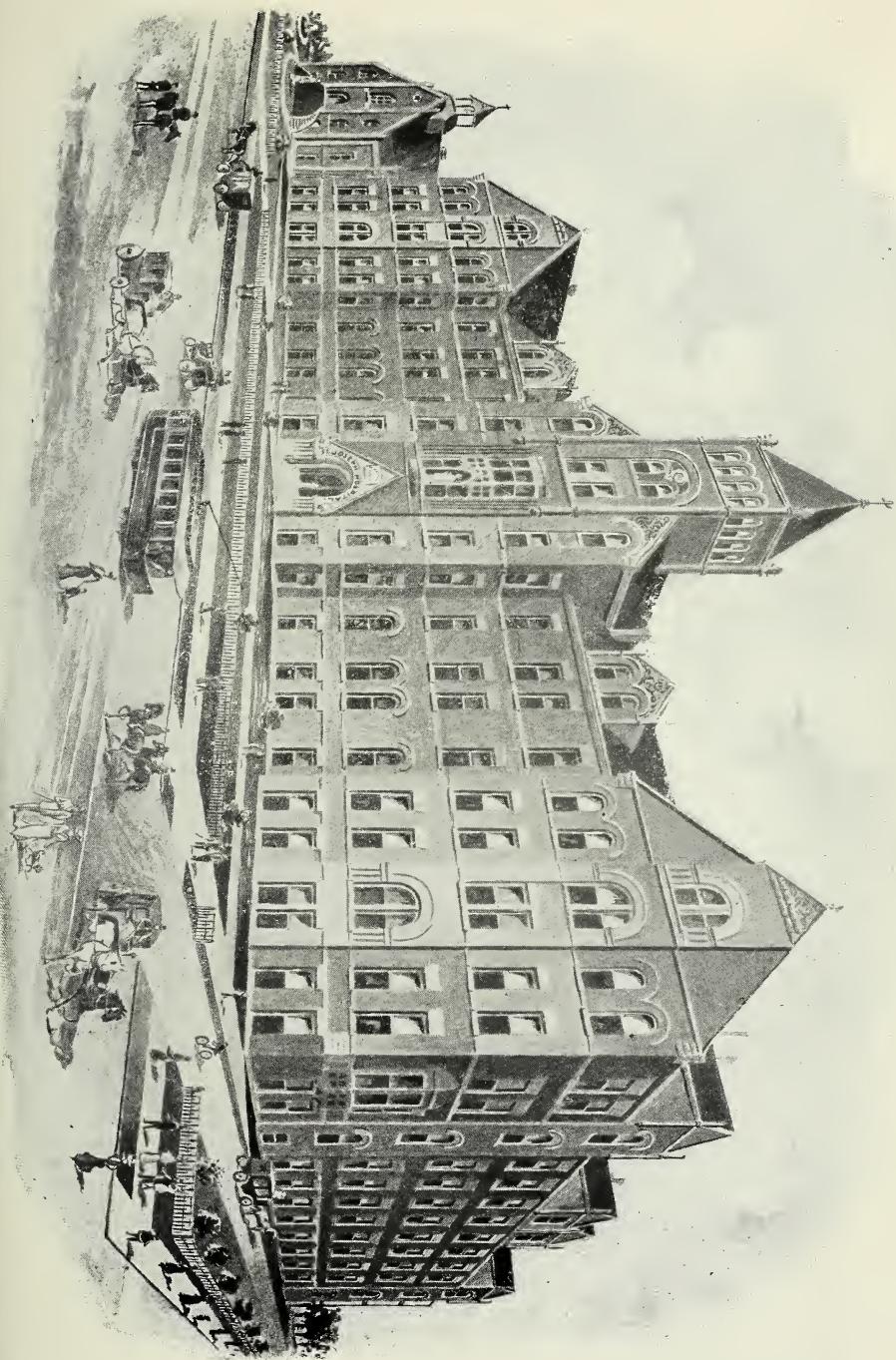
## HISTOLOGY.

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### *First Year.*

The course in Histology embraces the practical study of cells, tissues and organs by means of outlines, models, projection apparatus and sections. The laboratory, 28x64 feet, accommodates sixty students. Each student is provided with a microscope, with drawer for boxes, slides, covers, needles,









etc., necessary for microscopic work. The stains are provided. The student is expected to furnish his own slides, boxes, and covers, and the specimens, as they are mounted, become his own property. Four hours a week for thirty-three weeks are devoted to the study. The instruction consists, first, of a series of outlines or word pictures, giving in a concise manner the cell, tissue and organ structure; second, of models colored to represent the stained parts and so made that all the tube structures may be built up and demonstrated; third, of a new, improved Zeiss projection apparatus, by which the sections may be demonstrated, and fourth, of sections which are studied with the microscope. This combination of the word picture, model picture, projection picture, and real picture, constituting a demonstration of animal structure easy of comprehension and successful.—**PROF. J. S. FOOTE.**

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## PATHOLOGY.

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### *Second Year.*

Four hours for thirty-three weeks. Distinctions between pathology and pathological anatomy, physiological and pathological phenomena; study of the cell under usual and unusual irritants, relation of irritability to disease, the irritants which initiate pathological processes, the products of irritants, the modification of internal secretion and the appearance of the phenomena which arise from such modification, consideration of degenerations, inflammations and tumors, of disease classification, of the effects of irritants upon tissue growth and degeneration, of the secreting gland type of structure in the animal body, of the capillary area where vital processes occur, and of the constancy of pathological process attending the phenomena disease. Quizzes are held frequently. The laboratory occupies the entire south frontage of the building (66 feet) and is equipped with microscopes and accessories in sufficient number and quality to insure a good working capacity. The Zeiss projection apparatus will be used in demonstration.—**PROF. J. S. FOOTE.**

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## EMBRYOLOGY.

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### *First Year.*

The course in Embryology will consist of lectures and laboratory instruction. A careful study of the embryology of the chick will form the basis for a more rapid study of other embryological types. Fresh and preserved specimens of various animals will be used to illustrate the morphology of the embryo.

A full set of Ziegler Models covering the embryology of the chick and the human embryo are accessible at all times for individual study.

In the lectures comparative embryology will be fully treated to enable the student to comprehend the details of human embryology, the purpose of the course.

Lectures and Laboratory instruction will also deal with impregnation of the ovum; its implantation in the uterus; the formation of the placenta and associated embryonic structures. Prof. Millard Langfeld.

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## GROSS PATHOLOGY.

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### *Fourth Year.*

A thorough course in Post Mortem Technique is given at the morgue at hospital. Each student is trained in the proper method of making autopsies. Each student is taught the necessity of methodical and systematic work and the close observation in post mortem examinations. Macroscopical specimens of interest obtained here can be still further examined, microscopically, at the pathological laboratory. Students are notified when their presence is required at the morgue.

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## CHEMISTRY.

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### *First and Second Year.*

- I. During the first year lectures are given three times a week in general chemistry and chemico-physics so as to cover the ground necessary to furnish a working foundation to the student for the successful understanding of materia medica, bacteriology, physiology, etc.—**PROF. C. F. CROWLEY.**
- II. Twelve hours a week the student comes into immediate contact with chemical reactions and experimental work in the laboratory (28x64 feet), where each student is furnished with a table supplied with all the appliances requisite for a practical course in qualitative analysis. This latter is followed by work in quantitative methods. Considerable stress is laid upon this part of the work, as it furnishes a logical training whereby the student becomes an independent worker and thinker. Here, too, the identification of the inorganic poisons is taken up.—**PROF. C. F. CROWLEY.**
- III. The work of the second year is both didactic and experimental. Organic chemistry is studied in the first semester with laboratory work three hours a week, making the student familiar with the hydro-carbons and their place in the chemical and medical world. The study of alkaloids forms no little part of this semester's work, as does also the chemistry of the toxic substances of the materia medica. Following this, special time is given to the consideration of proteids, carbohydrates, fats, and salts, of the salivary, gastric, pancreatic, and intestinal secretions, of enzyme action, of blood, sweat, lymph, bile, and milk. The second semester is devoted largely to urine analysis, based upon the chemistry of foods.—**PROF. C. F. CROWLEY.**

Special facilities are offered for work of a research nature along original lines. An opportunity is also furnished for the analysis of various water supplies, food, etc.

PHARMACOLOGY AND MATERIA MEDICA.

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*First and Second Year.*

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Instruction in this branch is given orally and by laboratory work.

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ORAL INSTRUCTION.

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Lectures and recitations daily during the first and second years covering,—

- I. Thorough instruction in the physical properties of the drugs used as medicines. The students are taught to recognize the more important ones by physical tests only.
- II. Instruction in the physiological action of medical agents upon all forms of life with a view to illustrate their effects upon man. The local action of drugs is explained and also their action on the various organs and tissues of the body after absorption and the final effect of this upon all organs working together.
- III. Instruction in the effects of toxic as well as therapeutic doses of medicines and description of the symptoms and final results of too large doses with suggestions as to antedotes and treatment.
- IV. General therapeutic indications are considered, especially the rational uses deduced from physiological action. Empirical uses are merely mentioned. Practical therapeutics is left to other chairs.
- V. Instruction in the preparations of drugs most frequently used and the dosage and methods of administration. The students handle these and become familiar with their appearance and properties.

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LABORATORY WORK.

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One afternoon each week for nine weeks in the second Semester of the second year the students work in sections in the laboratory. They are shown how to investigate;

- I. The action of drugs upon unorganized protoplasm, using potato and egg albumins as examples.
- II. The action of drugs upon unicellular organisms such as amoebae, bacteria, leucocytes and infusoria.
- III. The effect of certain drugs upon the frog or other cold blooded animals, also the effect upon certain special organs as the heart and spinal cord which retain their function for hours after destruction of the cerebrum.
- IV. The action of drugs upon animals of higher order; rabbit, guinea pig, dog and cat, also upon special organs of these animals more or less completely isolated.
- V. In a few cases the students study the effects of drugs upon themselves and upon each other, especially with reference to absorption and excretion.

## PHARMACY AND PRESCRIPTION WRITING.

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This course occupies one hour each week through the second semester of the senior year. It includes both lectures and laboratory work.

The lectures cover the elementary principles of pharmacy and the general rules for prescription writing. Careful instruction is given in regard to incompatibilities and the best methods of dispensing various drugs in common use.

In the laboratory the students are taught to fill prescriptions and to make the common Galenical preparations of the U. S. P.

The museum contains a very complete assortment of crude drugs, chemicals and Galenical preparations and the students are required to familiarize themselves with the appearance and physical properties of the most important ones so as to be able to recognize them.

The aim of the work in pharmacology in brief is to build an intelligent and rational foundation for practical therapeutics.

A. L. MUIRHEAD, M. D.

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## HYGIENE.

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*Second Year.*

This branch is taught by lectures and laboratory work.

- I. Lectures, on air, soil, heat, climate. Also on heating, ventilating, lighting, and the supplying of water and sewerage for houses and cities. Dietetics and clothing. Exercise and baths. Hygiene of schools, prisons and hospitals. One hour per week.
  - II. Laboratory work. Examination of water, air, foods, beverages, clothing, soils, etc. DR. E. DELANEY.
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## BACTERIOLOGY.

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*Second Year.*

- I. Bacteriology, study of the relationship of bacteria to other micro-organisms and to disease; of the biological and morphological characteristics of bacteria; of the methods of separating one species from another and from unknown species; methods of determining pathogenic properties; bacterial toxins; immunity; serums; serum diagnosis and serum-therapy; disinfection and germicidal values. Especial care is taken to teach each student how to stain and diagnose the organisms of tuberculosis, gonorrhœa, and diphtheria, and perform the Widal test for typhoid fever. No student is passed in this class unless he can give practical demonstrations of his proficiency in this regard. Microscopes equipped with oil-immersion lenses, test-tubes, and other apparatus, are supplied, and responsibil-



ity for their return in good condition rests with the student. Laboratory work and lectures six hours a week for four months. Recitations once a week during the term—PROF. MILLARD LANGFELD. LANGFELD.

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## THEORY AND PRACTICE OF MEDICINE.

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### *Third Year.*

- I. The course prescribed in the Department of General Medicine has been carefully planned. As the studies of the second year are intended to prepare the student for the study of the Theory and Practice of Medicine, so is this course intended to prepare for the clinical courses of the fourth year. To this end a systematic series of lectures is offered, including such general diseases as are not considered in the special courses. Three hours a week are devoted to these lectures. They comprise a detailed description of each of the diseases under consideration. The diseases are discussed upon the uniform plan of a description of the affection, its symptoms, history, cause, pathological changes, symptoms, complications, diagnosis, prognosis, prevention and treatment. Supplementary to these lectures a quiz-course is held. By such thorough and systematic study of the diseases he is to meet in the clinical courses of the fourth year, the student is prepared to appreciate in the fullest degree the varying phenomena of daily practice.—PROFS. A. W. RILEY, B. F. CRUMMER and LEROY CRUMMER.
- II. During this term the student also has ample opportunity, in the college and hospital clinics, of putting into immediate use the knowledge obtained in this and previous terms. An important feature in the medical instruction in the junior year is the work in the free dispensary at the college building. The students are divided into sections and each section assigned to several weeks' service during the term. During this service each student has an opportunity to receive personal instruction in the application of knowledge already gained, in physical diagnosis, in methods of differential diagnosis, in symptomatology, in therapeutics, and in prescription writing. The personal contact with patients and individual opportunity to put in practice the didactic and clinical instruction of the various departments, is considered of the utmost importance by this institution.—PROFS. B. F. CRUMMER and LEROY CRUMMER.
- III. Physical diagnosis will be taught (a) by lectures and recitation one hour a week during term. (b) Lectures on diseases of the blood, ductless glands, kidneys and constitutional diseases, will be given throughout the term. (c) A practical course in history taking, examination and treatment of patients will be given at college dispensary during term. (d) Bed-side instruction in the hospital wards will be given daily during second semester,—DR. LEROY CRUMMER.



- IV. The medical teaching of the senior year is chiefly clinical. The study of medicines and their mode of action is begun before clinical teaching is taken up, as those subjects must be understood before prescriptions for the sick can be comprehended. For the same reason general pathology is taken in the second year, and in the third year special pathology is taken up while the recitation course in medicine is being pursued. The object is to introduce first the most fundamental subjects which are tributary to medicine, and end the course with as many practical clinical demonstrations as possible. Medical specialties, such as pediatrics, nervous diseases, etc., are given as per schedule throughout the course. The great amount of clinical experience which the student receives in the senior year prepares him for the practical part of his life's work. Ample material for these clinics is furnished by the hospitals, under the control of this school, and the college dispensary.—**DEB. RILEY, B. F. CRUMMER, LEROY CRUMMER, SPALDING, COULTER, and LANGFELD.**
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## DISEASES OF CHILDREN.

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### *Third and Fourth Year.*

- I. Instruction will be by didactic and clinical lectures. The aim of each instructor will be to present the chief points in the description, differentiation, and treatment of children in a clear and forceful manner. Methods of diagnosis of diseases of children will be compared with methods used with adults. The subjects considered will be the physiology of the infant child, diseases of the newly born, general hygiene of infants and children, infant feeding, especially artificial food modification, diseases of the digestive organs, respiratory organs, liver, genito-urinary organs, and skin. One hour a week for thirty-three weeks to the third-year class.—**DR. R. RIX.**
- II. Lectures on the diseases of the blood, heart, nervous system, specific infectious diseases and constitutional diseases. One hour a week for thirty-three weeks to fourth-year class—**DR. F. W. HOUGHTON.**
- III. Clinical instruction two hours a week at the college dispensary.
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## NEUROLOGY.

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### *Third and Fourth Year.*

- I. Didactic lectures, diseases of the brain, cord and membranes; first, those diseases in which no pathological changes are found; second, diseases of known pathology. One hour a week for eight months.—**PROF. S. K. SPALDING.**
- II. Clinical lectures. **Prof. S. K. Spalding**, to January —. **Prof. F. E. Coulter** and **Dr. Singer** until end of term.

- III. Mental diseases (a) didactic lectures, study of the forms of insanity, ætiology, pathology (when known), classification, care and treatment. One hour a week for sixteen weeks. (b) Clinical presentation at St. Bernard's Hospital, of such cases as illustrate above condition. One hour a week for eight weeks.—DR. F. T. SEYBERT.

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## SURGERY.

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### *Third and Fourth Year.*

- I. Throughout the year lectures on the principles and practice of surgery will be given to the third-year class three hours a week. Thorough consideration will be given to general, regional, and operative surgery. Pathological conditions will be studied as the prime factor in the ætiology of surgical diseases. The relation of the collateral branches of science to surgery will be studied, particularly the diagnostic significance of the blood count and of urinary examinations as operative indicators. The science and art of surgery will thus be taken up together.—DRS. J. P. LORD and CHARLES C. ALLISON.
- II. Clinical surgery. Surgical clinics will be held in St. Joseph's Hospital Amphitheater Tuesday and Saturday forenoons throughout the school year. Clinics will also be held Saturday afternoons at Douglas County Hospital. Surgical clinics daily at John A. Creighton Medical College dispensary from 1 to 2 p. m.—DRS. J. P. LORD, CHARLES C. ALLISON, H. P. HAMILTON, R. D. MASON, or A. P. CONDON.
- IV. Surgical pathology, regeneration as to the process of repair, infective inflammation, suppuration, abscess, ulcer, fistula, pyæmia, septicæmia, tubercle, tumors benign and malignant. One hour a week for thirty-three weeks to third-year students.—PROF. H. P. HAMILTON.
- V. Fractures and dislocations, (a) general considerations, pathology, detailed instruction concerning each, splints, dressings and their application. (b) Shock, causes, pathology, diagnosis, treatment. (c) Anaesthesia, physiological action, administration, phenomena, management of dangerous symptoms. One hour a week for thirty-three weeks.—PROF. T. B. LACEY, or PROF. CONDON.
- VI. Orthopedic surgery. (a) Pathology, deformities and their correction, mechanical principles of appliances, discussion of the various forms of apparatus employed. One hour a week for eight months. (b) Practical instruction at the college clinics and St. Joseph's Hospital. One to three hours a week for thirty weeks.—PROF. J. P. LORD.
- VII. Surgical and regional anatomy and operative surgery. This course implies an intricate study of anatomy as related to the relationship between surgical operations and the anatomical structures involved. So far as possible the work will be illustrated by dissections upon the cadaver; a careful dissection of the anatomical part being made to illustrate the surgical subject taken up in the lecture. Two

hours a week will be devoted to surgical anatomy, the time being divided irregularly between lectures and quiz work. In this way it is hoped to impress upon the students not only the important relationship, but to bring out facts which are not obtainable in text books. Charts to a great extent will be employed to augment work of dissections, so that the illustrated and practical points may be brought out. By a recent enactment of the legislature, it was voted that all bodies from insane asylums, poor houses, state hospitals, penitentiaries, etc., which are unclaimed for forty-eight hours shall be delivered to the Medical Schools of the state for scientific purposes. This law gives to the John A. Creighton Medical College one-third of all such cases in the state. It will thus be seen that the material for dissection, exploration and surgical anatomy is increased many fold. This feature obviates a system that has long prevailed in our western schools, namely, the necessity of shortening the work of dissections, surgical anatomy, and operative surgery. Operative surgery will be taken up in section work and individual instruction given as far as the material will permit; in this branch operations of an emergency nature will be performed, also capital operations such as are seen in the clinics of the St. Joseph Hospital. Students will be given special instruction in the performance of the various operations, which are illustrated in the different text books on operative surgery.—PROF. CHAS. O. N. RICH.

VIII. Rectal surgery. In this course will be taught the cause, diagnosis, pathology and treatment of all diseases, both medical and surgical, of the rectum, anus and sigmoid, including constipation, hemorrhoids, abscess, fistula, stricture, cancer, ulceration, prolapse, pruritus, congenital malformations, wounds, foreign bodies, impaction, non-malignant tumors, proctitis, irritable ulcer, etc. Instruction will be given by lectures, illustrations, quizzes, and clinical work—DR. R. D. MASON.

VIII. Oral surgery. The lectures on this subject cover not only the ordinary surgical operations performed in the mouth, but such lesions of the jaws and associate parts as are known to exert an influence upon other organs and tissues. While no attempt is made to teach operative dentistry, the diseases of the teeth and gums are discussed and their treatment outlined. The mouth as a source of infection and other reflex disturbances due to diseased teeth are given special attention.—DR. A. HUGH HIPPLE.

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## OBSTETRICS.

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### *Third and Fourth Year.*

- I. The subject of obstetrics is taught by lectures, recitations and demonstrations upon the manikin, by drawings and charts and by attendance upon clinical cases of labor. The didactic work is done mainly in the third year, the clinical study in the fourth year.

Cases of labor among the poor of the city are referred to two members of the senior class, and they, assisted by the professor or one of his assistants, attend the case, thus giving the student full clinical advantages under circumstances more nearly what he might expect to meet in actual practice than if he were attending merely hospital cases.

- II. The anatomy and physiology of the female generative organs; the development of the embryo and appendages; changes in the maternal organism, pregnancy, its symptoms, normal and pathological; normal labor. Three hours a week until subject is completed—DR. MACK.
- III. The theory and practice of obstetrics. Normal labor, abnormal labor, complications, both of pregnancy and labor, and their management; abortion, miscarriage and premature labor. The puerperal state; the breast and its management. Three hours a week, in December, January and February, for the third year.—DRS. ROSEWATER and MACK.
- IV. Operative obstetrics. Version; the forceps; craniotomy; the cranio-clast and cephalotripter; cæsarean section and symphyseotomy; embryotomy; the contracted pelvis and its management. One hour a week for third and fourth year.—PROF. CHARLES ROSEWATER.
- V. At the Rescue Home, Twenty-fourth and Spalding streets, each member of the senior class will be shown from two to three obstetrical cases during the term and will be given an opportunity to familiarize himself with both normal and abnormal labor. The work in this institution is under the care of a competent and experienced physician, Dr. Mary Strong, who, besides giving this clinical instruction, will also, at latter part of term, give a quiz course on Clinical work done during the term in this department. In addition to this, the out-door Obstetrical department of the College and the Maternity department of Mercy hospital furnish a sufficient supply of material, so that graduates from this school (before leaving college) are fitted by actual experience to practice this important branch of medicine.

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## OPHTHALMOLOGY.

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### *Third and Fourth Year.*

- I. Lectures and recitations one hour a week during term to third and fourth-year students.—PROFS. BRYANT or DAYTON.
- II. Clinics and clinical lectures, two hours a week to third and fourth-year at St. Joseph's Hospital.—PROF. BRYANT.
- III. Clinical instruction will be given at the college free dispensary, in diagnosis of diseases of the eye, in methods of examination, in the use of instruments, including the ophthalmoscope, and in the application of remedies, etc. Two hours a week during term for third and fourth-year students.—DR. ARNOLD.



## GYNECOLOGY.

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### *Third and Fourth Year.*

- I. Principles and practice, didactic lectures. One hour a week for thirty-three weeks.—PROF. W. O. HENRY.
  - II. Practical instruction in the examination, diagnosis and treatment of Patients and the use of instruments. Two hours a week for thirty-three weeks.—PROF. W. O. HENRY.
  - III. Operative demonstration of the various operative measures and the consideration of the best means of surgical relief. Students are allowed to examine cases when under anæsthetics and required to confirm or correct a previous diagnosis. Two hours a week for thirty-three weeks at St. Joseph's Hospital.—PROF. W. O. HENRY.
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## OTOLOGY, LARYNOLOGY AND RHINOLOGY.

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### *Third and Fourth Year.*

- I. Otology, (a) didactic lectures. One hour a week for four months. (b) Clinics. Two hours a week for eight months.—PROF. H. LESLIE BURRELL.
  - II. Laryngology and rhinology, (a) general consideration of the principles of pathology, diagnosis and therapeutics of diseases of the throat and nasal passages, didactic lectures. One hour a week for four months. (ab) Practical instruction. Two clinics a week for eight months, diagnosis and the use of instruments.—PROF. H. LESLIE BURRELL.
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## DERMATOLOGY, VENEREAL AND GENITO-URINARY DISEASES.

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### *Third and Fourth Year.*

- I. Dermatology. Didactic lectures and quizzes one hour a week throughout academic year, supplemented by practical instruction in diagnosis and treatment at the college clinic two hours a week for thirty-three weeks. Clinics will also be held from time to time at the Douglas County Hospital.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG, Assistant.
- II. Venereal and genito-urinary diseases. Didactic lectures and quizzes will be given throughout the college year, one hour a week, in venereal and genito-urinary diseases, supplemented by practical instruction at the college clinic two hours a week. Clinics will also be held at the Douglas County Hospital from time to time.—PROF. H. C. SUMNEY, DR. J. W. HELLWIG.



## MEDICAL JURISPRUDENCE.

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### *Third and Fourth Year.*

- I. Medical jurisprudence and medical law. Regulation of the right to practice medicine and surgery; expressed and implied contracts between physician and patient; rights and liabilities of physicians and patients; rights and liabilities of third parties; recovery of compensation; malpractice and remedies therefor; criminal liability; communications; expert witnesses. One hour a week for eight weeks.
  - II. Lectures on moral principles and medical practice, craniotomy, abortion, venereal excess, views of scientists, professional rights, will be given to the third-year class, one hour a week for twelve weeks.—PROF. WILLIAM P. WHELAN.
  - III. During the year a series of lectures will be delivered on the jurisprudence of insanity by the superintendent of the Nebraska State Asylum for the Insane, of Lincoln, Nebraska.—DR. J. L. GREEN.
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## SKIAGRAPHY.

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### *Courses.*

- I. The institution possesses one of the largest Toepler-Holtz machines in the country which is employed in the demonstration of the X-ray. There is also a complete X-ray plant at St. Joseph's Hospital. The Crookes tube and fluoroscope will be considered from a scientific standpoint, the Roentgen ray and its application to medicine from a clinical standpoint, and the general technique of skiagraphy will receive the attention which it deserves.—PROF. C. F. CROWLEY.
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## CLINICAL FACILITIES.

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### ST. JOSEPH'S HOSPITAL.

The Creighton Memorial—the new St. Joseph's Hospital—is by far the largest and best hospital in the West. It is situated at the corner of Tenth and Castellar streets, on high and beautiful grounds, and could not be better located, either for healthfulness, beauty of location or easiness of access. It was built at enormous expense, has over 300 beds for patients, and ample room for nurses, internes, servants, etc. There are large drug rooms, reception rooms for patients, private consultation rooms for the hospital corps of physicians, airy wards and elegant private rooms.

In the hospital, for the year ending December 31st, there were treated about 2,500 cases.

Arrangements have been made for the erection of an addition to St. Joseph's hospital. This addition will contain one hundred fifty beds for patients, operating rooms, baths, etc., and will cost about two hundred thousand dollars.

## HOSPITAL AMPHITHEATER.

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The hospital amphitheater is located in a building erected especially for the purpose. The building, which is really an annex to the St. Joseph's Hospital, was erected in 1898 at a cost of \$10,000. It occupies the space behind the body and between the wings of the hospital. It is two stories high and connects with both the first and second stories of the hospital.

On the first floor of this building are the surgeons' wash and dressing rooms, instrument, sterilizing, and operating room for septic cases, and an eye, ear, nose and throat room, especially equipped for operative work. Here also has been installed a complete X-ray outfit.

On the second floor are a private operating room, sterilizing room, room in which patients are prepared for operation and given ether, instrument room, and amphitheater.

The amphitheater is at the end of the hall into which all of the foregoing rooms lead. It is full two stories high, and is lighted from a glass roof. The floor is laid with tile, the finish is hard wood. The seats, which are arranged in tiers above the floor, command a complete view of the "arena," where all clinics are held, and accommodate 150 persons. Beneath the seats at the back of the room is the entrance to the students' hall, coat room and lavatory, and storage room for appliances.

The furnishings of the room are in accordance with the ideas of the necessities of modern surgery. The whole building is supplied with hot and cold, filtered and boiled water, lighted by gas and electricity, and heated by steam.

Clinics are held here five half days in each week during the entire session of the medical school. The clinical advantages offered here are reserved for the benefit of the students of the John A. Creighton Medical College.

The combined capacity of the four large hospitals under the control of the different members of the faculty of the Creighton Medical College reaches eleven hundred beds, assuring an almost unlimited amount of material for clinical teaching in third and fourth year work.

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## ST. BERNARD'S HOSPITAL.

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St. Bernard's Hospital, Council Bluffs, with two hundred and fifty beds provided for nervous and insane patients, is beautifully situated on a high bluff elegantly parked, affording a most desirable place for the outing of the patients. The building has recently been rearranged and remodelled, making it one of the finest in the middle west. The systematic classification for the grouping of the afflicted is entirely complete even to the slightest detail. Here the instructor of mental diseases of the John A. Creighton Medical College, under whose direction the hospital is conducted, takes his classes and gives them the advantages of clinics during his lectures on insanity.

## MERCY HOSPITAL.

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Mercy Hospital has just been completed and is one of the adjuncts to the clinical advantages of this college. In the erection of this pressed brick building (150x43 ft. and wing 48x30 ft.) every point has received the most thorough and careful attention. In every department will be found the latest possible improvements from operating rooms and ambulance service to dining rooms and kitchen. This entire building with its 118 rooms is appropriately finished in hard wood and the furnishings are of a rich quality due to the generosity of the institution's many generous friends.

Whatever clinical material can be utilized is reserved by this institution for the benefit of the students of the Creighton Medical College. The internes for the hospital are also chosen, each year, by competitive examination from the graduating class of the Creighton Medical College.

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## DOUGLAS COUNTY HOSPITAL.

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The Douglas County Hospital is capable of accommodating 300 patients, and being supported by Douglas County is exclusively a charity hospital. The class of patients found here affords an especially fine opportunity to study all forms of rare and interesting chronic diseases. For one-half of each school year members of the faculty of the Creighton Medical College will have charge of this hospital and will give weekly clinics as per schedule.

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## COLLEGE CLINIC AND DISPENSARY.

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The clinic and dispensary occupy the first floor of the north wing of the college building. Here are a large waiting room for patients and the drug room, where the prescriptions are filled. The clinical rooms communicate directly with the waiting room.

Clinics are held in the college dispensary rooms six days each week. There have been established the following departments: A Clinic of Medicine, Diseases of the Chest, Surgery, Diseases of the Eye and Ear, Nose and Throat, Diseases of Children, Skin, Genito-Urinary and Venereal Diseases, and Diseases of Women.

The material is utilized for the benefit of the student, and good opportunity is afforded for direct contact with the patient in the various departments a portion of each year, and as much practical work as possible is given to the student.

Opportunity is afforded to examine patients under the direction of the physician in charge, and instructions are given in the use of instruments and methods of making a diagnosis.

About 6,000 patients are treated annually in the various departments.

## HOSPITAL APPOINTMENTS.

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Positions as house physicians and surgeons in St. Joseph's, St. Bernard's, Mercy and other hospitals are filled by appointment from the graduating class of this college

The appointment of "interne" secures service in the hospital with furnished room and board. Eight appointments are made annually, after a competitive examination, to which only the graduates of this college are eligible.

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## REQUIREMENTS FOR GRADUATION.

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1. The candidate must be at least 21 years of age, and must give satisfactory evidence of good moral character, which includes unexceptional conduct while at college.

The faculty reserves the right to sever the connection of any student with the institution at any time on the ground of what might be deemed moral or mental unfitness for the profession.

2. He must have pursued the study of medicine four years, and have attended four full courses of lectures of at least seven months each; of these the last must have been in this college.

3. He must notify the secretary of the faculty of his intention to become a candidate and pay all dues four weeks before the final examination.

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## DEGREES.

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Upon those who fulfill the necessary requirements the degree of Doctor of Medicine will be conferred.

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## TEXT BOOKS.

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ANATOMY—Morris, Cunningham, Quain, Wiese, Cunningham's Manual Dissector.

ANATOMY OF THE NERVOUS SYSTEM—Gordinier, Ranney, Horsley and Gray.

BACTERIOLOGY—McFarland, Abbott, Park, Williams, Wasserman.

CHEMISTRY—Bartley, Attfield, Witthaus, Prescott and Johnson, Simon, Holland, Remsen, Newth.

CLINICAL DIAGNOSIS—Boston, Wood.



The John A. Creighton Medical College

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DERMATOLOGY—Walker, Crocker, Stelwagon.

DISEASES OF CHILDREN—Holt, Rotch, Taylor and Wells, Jacobi.

EMBRYOLOGY—Reese, Heisler, McMurrich, Minot.

FRACTURES—Scudder. Smith's revised edition of Hamilton.

GENERAL MEDICINE—Roger's Infectious Diseases, and Introduction to Study of Medicine.

GENITO-URINARY—White and Martin, Keyes.

GYNECOLOGY—Henry, Dudley, Garrigues, Montgomery.

HISTOLOGY—Bohm-Davidoff, Stohr, Piersol, Bailey, Ferguson.

HYGIENE—Bergey, Egbert, Harrington.

MATERIA MEDICA AND THERAPEUTICS—White, Barthalow, Wood, Butler.

MEDICAL DICTIONARY—Lippincott, Gould, Appleton, Dorland.

MEDICAL JURISPRUDENCE—Taylor, Herold.

NEUROLOGY—Potts and Gallaudet, Gowers, Oppenheim, Berkley, Brower and Bannister, Dana.

OBSTETRICS—Edgar, Jewett, Davis, Dorland, Hirst, Playfair, King, Garrigues, Williams.

OPHTHALMOLOGY—Veasey, Fuchs, May, Ball.

ORAL SURGERY—Garretson, Marshall.

ORTHOPEDIC SURGERY—Bradford and Lovett, Moore.

OTOLOGY, LARYNGOLOGY AND RHINOLOGY—Coakley, Bacon, Kyle

PATHOLOGY—Stengel, Coplin, Delafield and Prudden, Ziegler, Green, McFarland, Martin.

PATHOLOGICAL TECHNIQUE—Mallory and Wright.

PHARMACOLOGY—Cushny, Sollmann, Brunton.

PHYSICAL DIAGNOSIS—Cabot, Butler, Musser.

PHYSIOLOGY—Ott, American Text Book, Hall's Experimental Physiology, Chapman, Stewart, Kirke, Raymond, Schaefer, Brubaker.

POST MORTEM PATHOLOGY—Cottell.

PRACTICE OF MEDICINE—Tyson, Osler, Von Leube.

RECTAL SURGERY—Mason, Tuttle, Gant, Kelsey.

SURGERY—Rose and Carless, Parks, Senn, Modern Surgery, Warren and Gould, American Text Book of Surgery, DaCosta, Bickham.

SURGICAL PATHOLOGY—Warren, Senn, American Text Book of Surgery

TOXICOLOGY—Herold.

URANALYSIS—Purdy, Saxe, Crofton.



## EXPENSES.

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### FIRST YEAR.

Tuition .....	\$85.00
*Returnable breakage and key deposit.....	2.00
Use of microscope.....	2.00

### SECOND YEAR.

Tuition .....	\$85.00
*Returnable breakage and key deposit .....	2.00
Use of microscope .....	3.00

### JUNIOR YEAR.

Tuition .....	\$80.00
Hospital fees .....	10.00

### SENIOR YEAR.

Tuition .....	\$80.00
Hospital fees .....	10.00

No fees for examination or graduation.

For further information address

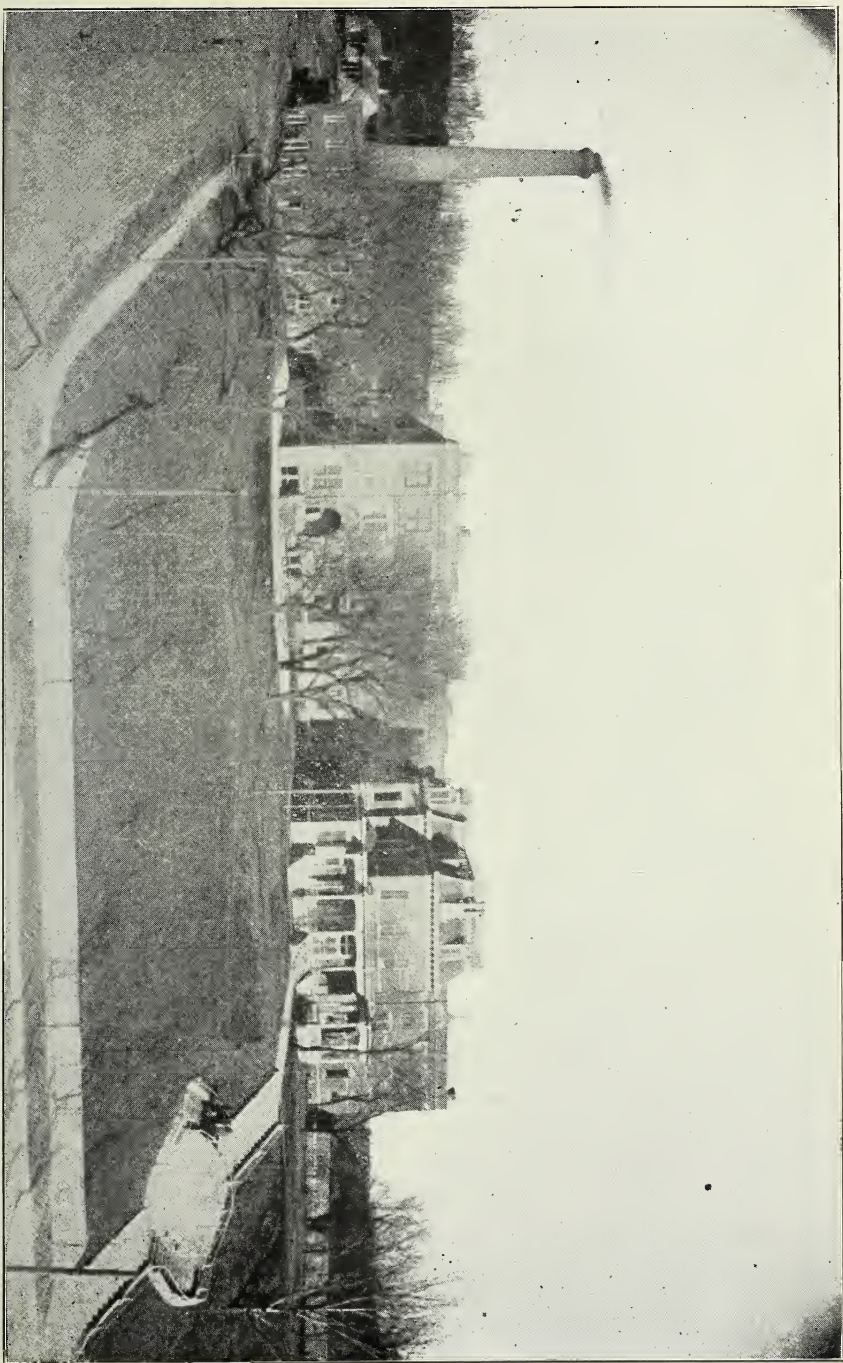
D. C. BRYANT, A. M., M. D.

McCague Building,

Omaha, Neb.

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\*At the end of each term the breakage and key deposit, minus the cost of material broken and keys replaced, will be returned.



ST. BERNARD'S HOSPITAL, COUNCIL BLUFFS



### PRIZES.

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At the close of each session a competitive examination is held for the positions of house physicians and surgeons for one year at St. Joseph's Mercy and other Hospitals. The following graduates received appointments May 3, 1905:

DR. J. G. STOLLEY	DR. F. H. KUEGLE
DR. D. H. CARSON	DR. R. J. STRAETEN
DR. F. J. LAUVETZ	DR. J. H. TOBKIN
DR. EWD. CHALOUPKA	DR. F. J. DELANEY

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### DEGREES CONFERRED.

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At the commencement April 29th, 1905, the degree of Doctor of Medicine, was conferred upon the following members of the graduating class:

ARTHUR B. ADAMS	JOSEPH B. McPHERSON
DAVID H. CARSON	EDWIN J. OXFORD
EDWARD CHALOUPKA	W. HARLAN PACKARD
WALTER S. CHERRY	WALTER H. PILGER
ROY CROOK	WALTER M. QUINN
FRANCIS J. DELANEY	CHARLES E. ROONEY
FREDERIC DINKLER	JAMES R. SMITHHEISLER
EUGENE C. FOOTE	BENJAMIN A. SMRHA
HANS HANSEN	J. GEORGE STOLLEY
W. MONROE JONES	RENIER J. STRAETEN
FREDERICK H. KUEGLE	CHARLES H. SWETT
JOSEPH F. LAUVETZ	JOSEPH H. TOBKIN
W. J. LEARY	W. R. WAGGENER
M. ELIZABETH MELVIN	ANTON E. WANER
DANIEL VIRGIL MOORE	F. W. WOEPPEL
W. IRVINE McFARLAND	MARY C. ROWLAND-KLEINT
BACKUS M. McINTYRE	

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### POST GRADUATES

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J. H. MORROWAY

S. C. KIRBY

FRESHMEN, 1905.

\*Deceased.

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BOLAND, F. W.	MEREDITH, E. L.
BURCHARD, H. D.	MILLER, C. D.
COYNE, W. L.	MILLER, L. W.
CLARK, GEORGE	MULDOON, J. K.
CONRAD, EUGENIA	NEMEC, C. J.
CUSCADEN, ALEX	NEWELL, C. H.
CUESTA, JACINTO	NOWERS, W. E.
DERMODY, A. L.	PARMENTER, J. A.
ENGLEMAN, W. F.	PEARSON, W. H.
FETTER, E. W.	PRENDERGAST, J. F.
FITZGIBBON, H. M.	PINTO, W. A.
HATCH, E. W.	PULVER, J. E.
HAYNES, P. F.	PUTNAM, F. I.
HEDLUND, A. E.	QUINN, J. F.
HOLLAND, W. L.	SEASONGOOD, R. R.
HUBER, S. A.	SIMPSON, J. E.
IVINS, RICHARD L.	SLATTERY, PETER
JOHNSON, H. A.	SMITH, CLINTON H.
JONES, L. R.	SMITH, ROSCOE
KIMBALL, A. P.	STUART, FRANCIS
LANPHIER, V. A.	SUCHA, W. I.
LEAHY, EMMET	THOMPSON, H. H.
LOFTUS, HARRY	THOMPSON, K. E.
*LYNAM, J. P.	WAGNER, W. J.
McNALLY, J. E.	WATSON, E. A.
MARTYN, H. M.	WELCH, HARRY
MEEHAN, J. W.	WHITEHEAD, C. E.
	WILSON, J. E.



SOPHOMORES, 1905.

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ARNOUT, J. C.  
BILGER, F. W.  
BOETEL, G. H.  
BOUZA, F. E.  
CONWELL, P. L.  
COOPER, A. T.  
CUTLER, M. G.  
DARROW, G. E.  
DeLANEY, I. A.  
DISHONG, G. W.  
DONOVAN, M. J.  
ELMORE, S. Q.  
FARRELL, HENRY  
FITZGERALD, E. G.  
HART, R. S.  
HEINE, A. I.  
JOHNSON, C. C.  
KELLY, E.  
KOORY, SCHICKREY  
LONG, T. H.  
LEADINGHAM, R. S.

LUNDGREN, A. R.  
McCARL, E. B.  
McCARL, J. J.  
McCAW, F. W.  
McCLENEGHAN, SAM  
MOORE, L. T.  
MOWERY, H. C.  
NASON, W. C.  
PATTERSON, S. T.  
PUGSLEY, G. W.  
PRUNER, W. H.  
RABER, DONALD  
SACHS, ADOLPH  
SHRIVER, M. E.  
SMEALL, J. S.  
SMITH, CLEMENT H.  
SNELL, CHARLES  
STEIN, CHARLES  
STERN, M. A.  
SWARTZLANDER, J. S.  
THELEN, E.

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JUNIORS, 1905.

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BACHLE, E. P.  
BALDWIN, B. B.  
BERGGREN, A. L.  
BUNCE, A. C.  
COHEE, H. R.  
COX, H. O.  
CROWLEY, D. P.  
DILL, C. W.  
EVANS, J. O.  
FLYNN, J. J.  
FOSTER, R. H.  
FRANKLIN, W. S.  
GAITHER, F. E.  
HIGGINS, T. J.  
KELLY, F. A.  
KENNON, CLYDE, E.  
LACEY, T. B. JR.  
LAMB, H. E.  
LANE, J. P.

LANGDON, J. E.  
LIVINGSTONE, R. L.  
LYNCH, E. C.  
MARBLE, R. E.  
MARTIN, G. E.  
MYERS, E. L.  
NELSON, J. A.  
NORDWALL, OLOF  
O'KEEFE, M. L.  
ROCK, A. V.  
SPRINK, J. F.  
STEJSKAL, F. J.  
STIRES, F. T.  
STONE, J. G.  
SWARTZLANDER, I. C.  
THORNE, J. I.  
UNGER, DAVID  
WALKER, A. B.  
WITTKÉ, ALBERT

WILLIS, B. G.

SENIORS, 1905.

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ADAMS, A. B.  
CARSON, D. H.  
CHALOUPKA, EDW.  
CHERRY, W. S.  
CROOK, ROY  
DELANEY, F. J.  
DINKLER, F. P.  
FOOTE, E. C.  
HANSEN, HANS  
JOHNSON, ALFRED  
JONES, W. M.  
KIRBY, S. C.  
KLEINT, MARY C., M. D.  
KUEGLE, F. H.  
LAUVETZ, J. F.  
LEARY, W. J.  
McPHERSON, J. B.  
McFARLAND, W. I.

McINTYRE, BACKUS  
MELVIN, ELIZABETH  
MOORE, D. V.  
MORROWAY, J. H.  
OXFORD, E. J.  
PACKARD, W. H.  
PILGER, W. H.  
QUINN, W. M.  
ROONEY, C. E.  
SMITHHISLER, J. R.  
SMRHA, B. A.  
STOLLEY, J. G.  
STRAETON, R. J.  
SWETT, C. H.  
TOBKIN, J. H.  
WAGGENER, W. R.  
WANEK, A. E.  
WOEPPE, F. W.

## The John A. Creighton Medical College

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### CREIGHTON DENTAL COLLEGE

---

Located in the heart of the city, 18th street, opposite the City Hall.

New building and complete modern equipment.

Facilities for instruction in Dental Surgery unsurpassed by any college

Medical and scientific branches taught by staff of the Creighton Medical College.

Model Infirmary and operating rooms; extensive laboratories and lecture rooms.

Charges moderate.

Regular Winter Course begins the first Monday in October.

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### CREIGHTON COLLEGE OF LAW

---

Admirably located, in the heart of the city.

Tuition and fees very moderate.

Equipment unsurpassed.

Comprehensive course of instruction.

Complete Law Library in the building.

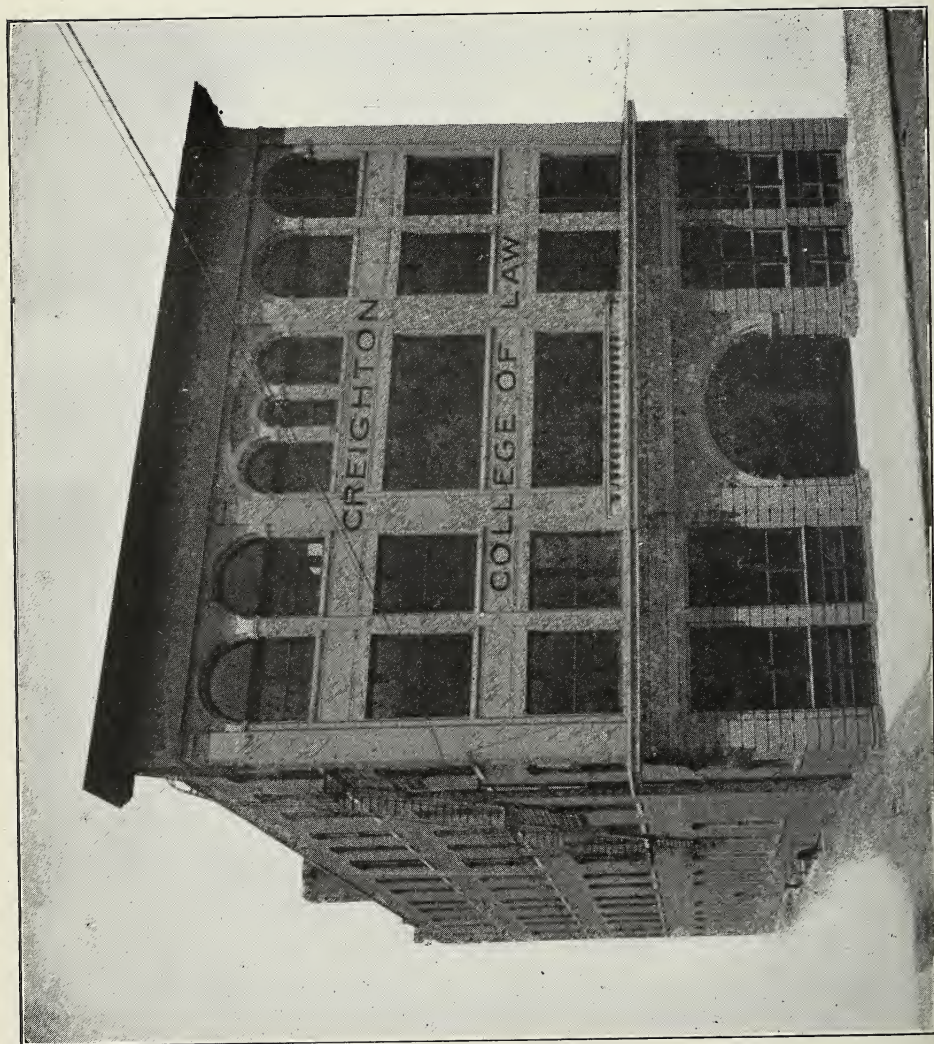
Classes open the first Monday in October.

Address T. J. Mahoney, L. L. B., Paxton block, or E. F. McCartney, Registrar, 210 South 18th street, Omaha, Neb.









TOWARD CREIGHTON INSTITUTE

THE  
CREIGHTON UNIVERSITY  
COLLEGE OF LAW

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Wm. F. GURLEY,  
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ED. SMITH,  
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# The Creighton University College of Law

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Classes in this department of the University were begun on Monday, Oct., 3, 1904. Pending the erection of the Edward Creighton Institute, all lectures were given in the Halls of the Medical College Building, but with the reopening of classes on Sept. 26, 1905, the Law School work will be done in the new Institute Building.

## THE NEW LAW SCHOOL BUILDING.

A new building sixty-six by one hundred and twenty-six feet, four stories and basement, has recently been erected on Eighteenth Street, opposite the City Hall, which will be used mainly for the College of Law.

The law library is located in the front of this building and is flanked on one side by a reading room for the use of the members of the Omaha bar, together with two dictation rooms for their exclusive use, and on the other by a study room for the students of law. A commodious lobby opening off from the elevator and staircase gives access to the library and reading rooms. On the other side of the staircase a room, twenty by sixty-six feet, suitably furnished is set apart for smoking and lounging. The office of the Secretary opens out into this room as well as into the reading room and lobby.

A large lecture room, twenty-six by fifty-one feet, and two smaller ones, each twenty-six by twenty-five feet, furnish ample facilities for all the classes. A Faculty room is so situated as to afford ready access to each of the lecture rooms.

A Hall, fifty by sixty-three feet, on the lower floor, with two adjacent rooms, each twenty by twenty-six feet, which can be opened up on occasions so as to increase the facilities of the assembly hall, are for the use of both the Law and Dental

Departments. These two smaller rooms can also be used for Committee meetings, private classes, consultations and other purposes. A ladies' cloak room is also located near by.

### THE LAW LIBRARY.

At a meeting of the Bar Asociation of Omaha and Douglas County, held January 14, 1905, an association was formed for the establishment of a Law Library to be located in the Creighton University College of Law Building opposite the City Hall. The University proposed to furnish free of charge the rooms required, together with light, heat and janitor service, and also agreed to take one-fourth of the stock to be issued, but in consideration of the accomodations furnished to the Library and its patrons, the stock held by the University was to be exempt from all payment of dues and the professors and students were to have free access to the Library and to be entitled to use it without any charge. The authorities of the University and the legal fraternity were both equally pleased with the arrangement; the former because at the very beginning of the Law School they would be enabled to enjoy the advantages of a large and complete library, which they would ultimately be required to establish whether the Bar Association took action or not; and the latter because they felt that the initiative of the University and its generous proposition enabled them to enlist many subscribers to the fund necessary for the success of the enterprise.

The capital stock was placed at \$25,000 and with a portion of this amount promptly paid in, the Association purchased for \$10,000 cash the excellent library of the New York Life Building. Several thousand more were spent in completing the records, in replacing and repairing worn out volumes and in purchasing such new books as were needed for an up-to-date law library.

### LOCATION.

Located on Eighteenth Street, between Douglas and Farnam Streets the new building is directly opposite the City Hall, within a block of the Douglas County Court House,



within a block or two of the Bee Building, New York Life Building and Paxton Block, which contain most of the Law Offices. It is not more than two blocks distant from any of the principal car lines of the city.

### ADVANTAGES.

The College enjoys many advantages by reason of its location in a large city having extensive commercial interests. Courts are sitting daily, and students have excellent opportunities for observing the work of the Courts in all kinds of litigation. Omaha is an attractive city for student residence; the climate is favorable to intellectual exertion all the year round. Students also have opportunities to connect themselves with the offices of able lawyers, where they may familiarize themselves with the practical details of litigation and the actual conduct of legal business.

### ADMISSION.

The following persons are admitted without examination:

Graduates of recognized Universities and Colleges.  
Holders of State Teachers' certificates.

Graduates of accredited Normal Schools, High Schools, Academies, Academic and High School departments of Colleges, or their equivalents.

All other applicants must be examined on the entire subject matter required for admission, except when they can present satisfactory certificates for portions of work required for admission, in which case they will be admitted partly on examination and partly on certificate.

No one who is deficient in grammar, spelling, punctuation, paragraphing, or who otherwise betrays a notable lack of liberal culture, is eligible for admission.

No applicant should be under eighteen years of age.

The amount of preparatory knowledge required for admission is outlined by a recent act of the Legislature of Nebraska which declares that after July 1, 1904, no one can be admitted to the bar without possessing in addition to re-

quisite legal attainments, a preliminary education equivalent to that required by three years study in some high school accredited by the State Department of Public Instruction. This law practically defines the minimum of knowledge necessary for unconditioned admission into any Law School. The entrance requirements for admission to Creighton University Law School differ but little from those demanded by the College of Literature, Science and Law, as laid down in the Nebraska High School Manual, issued by the State Department of Education and the University of Nebraska.

For full admission without condition, each candidate's credits must equal twenty-eight points, or a total of one hundred and forty recitations or credit hours.

Conditional admission is permitted on a minimum of twenty credit points, or one hundred recitation hours.

In special cases, upon the written recommendation of a school superintendent or a principal, candidates are admitted with less than the required number of points; but the student admitted conditionally must remove the conditions as soon as possible, and in no case shall a degree be granted till all conditions are removed.

A credit point means the work of five recitations per week, of not less than forty minutes, during one semester of at least eighteen weeks.

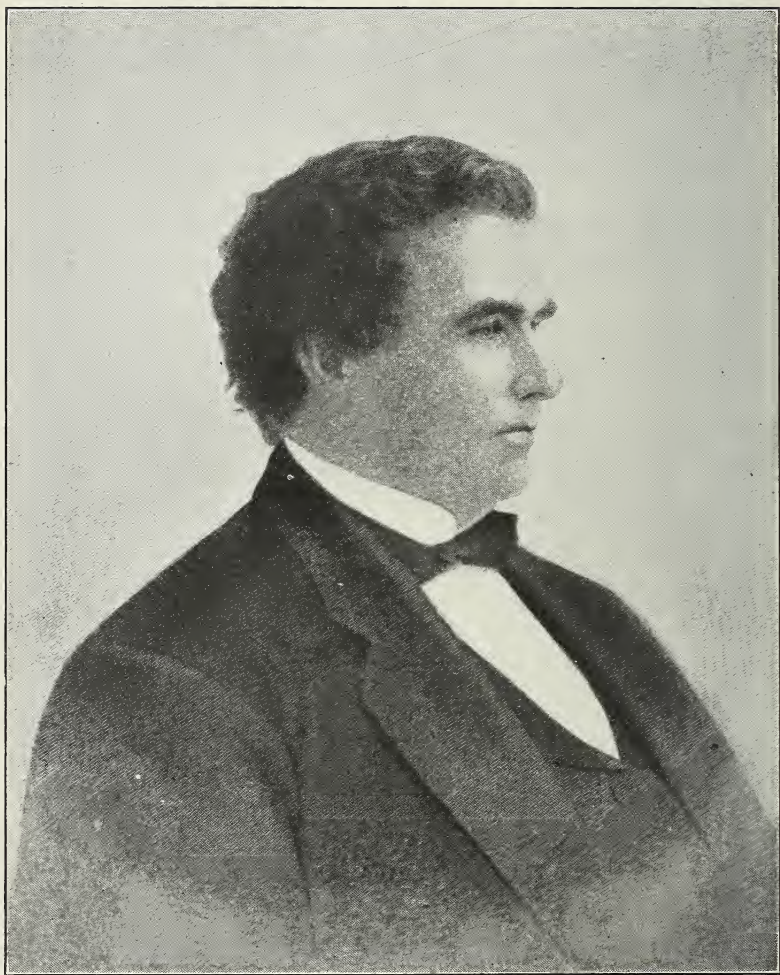
The requirements for entrance on certificate, or examination, or partly on certificate and partly on examination, are as follows:

### REQUIRED SUBJECTS—10 POINTS.

Required (10 points)	Points
<b>Algebra</b> ( to simultaneous quadratics), 1 year, 5 hours a week, .....	2
<b>Geometry</b> (plane), 1 year, 5 hours a week.....	2
<b>History</b> (American or European), 1 year, 5 hours a week	2
<b>English</b> (composition, precepts and literature), 2 years, 5 hours a week .....	4

In addition to the above required subjects, applicants must present evidence of preparation for work equal to eighteen credit points to be chosen from the following list:





EDWARD CREIGHTON

## OPTIONAL SUBJECTS—18 POINTS.

Optional (18 points)	Points
Algebra (simultaneous quadratics through logarithms), $\frac{1}{2}$ year, 5 hours a week.....	1
Bookkeeping, $\frac{1}{2}$ year, 5 hours a week.....	1
English, 1 year, 5 hours a week.....	2
French, 2 or 3 years, 5 hours a week.....	4 or 6
Geometry (solid), $\frac{1}{2}$ year, 5 hours a week.....	1
German, 2 or 3 years, 5 hours a week.....	4 or 6
Greek, 2 or 3 years, 5 hours a week.....	4 or 6
History, 2 years, 5 hours a week.....	4
Latin, 4 years, 5 hours a week.....	8
Natural Science (botany, zoology), 1 year, 5 hours a week, .....	2
Physical Science (chemistry, physics), 1 year, 5 hours a week .....	2
Trigonometry (plane), $\frac{1}{2}$ year, 5 hours a week.....	1
Astronomy	$\left. \begin{array}{l} \frac{1}{2} \text{ year, 5 hours a week, not} \\ \text{more than 3 points accepted,} \\ \text{each} \end{array} \right\} \dots\dots\dots 1$
Civics.	
Geology	
Physical Geography	
Physiology and Hygiene	
Political Economy	

**Note.**—In preparing for entrance to the College of Law, students are urged to take as much Latin, History, and English as possible, since these subjects are found to be of special value.

## STATUS OF STUDENTS.

**A Regular student** is one who is regularly admitted and who is a candidate for a degree.

**A Special student** is one who is regularly admitted, but who, not being a candidate for a degree, does not take the regular course.

**A Partial student, or auditor,** is one who is not regularly admitted, but who attends one or more courses.

Students desiring to be admitted to advanced standing must present certificates from other reputable law schools or



colleges showing that they have pursued courses of study equivalent to those prescribed in this college, or undergo a satisfactory examination.

Persons who are unable to meet the entrance requirements may be admitted as special students, without being candidates for a degree. If they are able to meet the entrance requirements later on, such special students will be entered as regular students and candidates for a degree.

### COURSE OF INSTRUCTION.

The course embraces three Academic years of thirty-six weeks each.

The object of the course is to afford a thorough training in the fundamental principles of the law. Instruction is given by the study of Text books and leading cases, by lectures and expositions, and by colloquy and discussion. In addition to the regular instruction, lectures are given by eminent specialists in the profession at the bar and on the bench.

The subjects taught during the three years are as follows:

### PROGRAMME OF STUDIES

#### FIRST YEAR

1. ELEMENTARY LAW—One hour a week. J. J. Boucher.
2. CONTRACTS—"Cases on Contracts"- Langdell, vol. 1 (2nd ed.); Williston, vol. 2. Two hours a week. Isaac E. Congdon, and Wm. J. Coad.
3. PROPERTY—Gray's "Cases on Property," vols. 1 and 2. Two hours a week. Frank H. Gaines.
4. TORTS—"Cases on Torts"- Ames, vol. 1 (2nd ed.); Smith, vol. 2. Two hours a week. J. C. Kinsler, and John A. Bennewitz.
5. CRIMINAL LAW—Beale's "Cases on Criminal Law." Two hours a week. Lee S. Estelle, and Dan J. Riley.
6. COMMON LAW PLEADING—Ames' "Cases on Pleading," (2nd ed.). One hour a week. Howard Kennedy, Jr.
7. CODE PLEADING—Selected cases and practical exercises. One hour a week. C. J. Smyth, and John A. Rine.
8. AGENCY—Wambaugh's "Cases on Agency." One hour a week. J. J. Boucher.
9. DOMESTIC RELATIONS—Woodruff's "Cases on Domestic Relations." One hour a week. Harley G. Moorhead.
10. PUBLIC OFFICERS—No text book. One hour a week. T. J. Mahoney.

### SECOND YEAR

1. EVIDENCE—Thayer's "Cases on Evidence." Two hours a week.  
T. J. Mahoney.
2. JURISDICTION AND PROCEDURE IN EQUITY—Ames' "Cases on Equity Jurisdiction." Two hours a week. Wm. J. Coad.
3. PROPERTY—Gray's "Cases on Property," vols. 3 and 4. Two hours a week.  
Frank H. Gaines.
4. SALES OF PERSONAL PROPERTY—Burdick's "Cases on Sales." Two hours a week.  
Harley G. Moorhead.
5. CARRIERS—Beale's and Wyman's "Cases on Public Service Companies." One hour a week.  
Irving F. Baxter.
6. DAMAGES—Beale's "Cases on Damages." One hour a week.  
J. A. C. Kennedy.
7. QUASI CONTRACTS—Keener's "Cases on Quasi Contracts." One hour a week.  
C. J. Smyth.
8. TRUSTS—Ames' "Cases on Trusts," (2nd ed.). Two hours a week.  
J. C. Kinsler.
9. BILLS OF EXCHANGE AND PROMISSORY NOTES—Ames' "Cases on Bills and Notes." Two hours a week.  
H. B. Leavett.
10. JURISDICTION AND PROCEDURE OF FEDERAL COURTS—No text book. One hour a week.  
Wm. H. Munger.
11. PROBATE LAW AND PROCEDURE—No text book. One hour a week.  
Duncan M. Vinsonhaler.

### THIRD YEAR

1. PROPERTY—Gray's "Cases on Property," vols. 5 and 6. Two hours a week.  
Frank H. Gaines.
2. CORPORATIONS—Smith's "Cases on Private Corporations," (2nd ed.); Smith's "Cases on Municipal Corporations." Two hours a week.  
J. A. C. Kennedy.
3. INSURANCE, MARINE, LIFE AND FIRE—Wambaugh's "Cases on Insurance." One hour a week.  
Ralph W. Breckenridge.
4. PARTNERSHIP—Ames' "Cases on Partnership." Two hours a week.  
C. J. Smyth.
5. CONSTITUTIONAL LAW—Thayer's "Cases on Constitutional Law." Two hours a week.  
Chas. J. Greene.
6. SURETYSHIP—Ames' "Cases on Suretyship." Two hours a week.  
Geo. A. Day.
7. INTERNATIONAL LAW—Two hours a week. T. J. Mahoney.
8. CONFLICT OF LAWS—Beale's "Cases on The Conflict of Laws." Two hours a week.  
Duncan M. Vinsonhaler.
9. ADMIRALTY—Ames' "Cases on Admiralty." One hour a week.  
T. J. Mahoney.
10. BANKRUPTCY—Williston's "Cases on Bankruptcy." One hour a week.  
Charles E. Clapp.
11. MORTGAGES—No Text Book. One hour a week. H. C. Brome.

## THE SCHOOL OF PRACTICE WILL INCLUDE THE FOLLOWING COURSES.

1. **Office Practice**—Critical study and drafting of agreements and contracts in common use, such as Bills of Sale, Bills, Notes, Bonds, Land Contracts, Articles of Co-partnership, Powers of Attorney, Articles of Incorporation, Deeds, Leases, Mortgages, Wills, Abstracts of Title, Insurance and Guaranty Contracts.

2. **Principles of Advocacy**—All topics involved in the preparation and trial of causes; in professional education and conduct, and in legal Bibliography. The best authors are pointed out.

3. **Practical Exercises in Pleading**—Every step in each common law action is exemplified. The student is taught to draft the various forms of pleading, affidavit, bond, or court order incident to the progress of each case. Practice is also given in the preparation of instructions, bills of exceptions and abstracts of appeal.

4. **Lecture Course on Practice**—It treats such topics as attachments, receiverships, procedure before masters, extraordinary remedies, appellate practice, federal practice, bankruptcy, patents and copyrights, special assessments. This course gives advanced students the advantage of the wide knowledge and experience of men who are leaders at the Omaha bar, in the several subjects which they take up.

## SPECIAL HELP AND PRIVILEGES.

As some of the students who have not graduated in a Classical Course may find themselves deficient in branches which are of considerable advantage to a lawyer, the School Faculty will be assisted by members of the University Faculty, who will give systematic instruction in these subjects:

1. **Logic**—Our cognitive powers. Ideas and their kinds. Judgments and propositions. General law of the reasoning process. Various forms of reasoning. The syllogism, induction, fallacious reasonings. The nature of absolute certainty.

Limitations of certainty. Consciousness. Primary ideas. Analytical and synthetic judgments. The inner and outer senses. Memory. Deduction. Authority. The ultimate test of certain knowledge.

2. **Jurisprudence.**—The essence of morality. Radical distinction between good and evil. The determinants of morality. The true objects of human acts. The relation between means and ends. The influence of circumstances. The distinction between what is directly and what is indirectly willed. The essence of law. The source of its moral obligation. Natural and positive law. Essence of right and duty. The workings and the binding force of conscience. The natural rights of man, antecedent to all human legislation. His natural and inalienable right. Right to life, limb, honor, ownership of property. Communism socialism, anarchy. The natural rights of parents and children, husbands and wives, employers and employed. The binding force of matrimony.

3. **Forensic Eloquence.**—How to study a case. Determining the exact question and the particular state of the question. Presumptions in each case. How to find the most telling arguments. The general sources of thought. Definition. Enumeration of parts. Genus and species. Cause and effect. Circumstances, antecedents, and consequences, contraries, similarities, probabilities. How to search for authorities, precedents, examples. How to arrange arguments and draw up the plan of a discourse. How to develop thoughts by exposition, reasoning, refutation. How to handle the oratorical precautions. How to deal with judge, jury and witnesses. Committing discourses to memory and delivering them with clearness, force, elegance and effectiveness. Varieties of style suitable to eloquence at the Bar, deliberative bodies and before popular assemblies.

4. **Natural Law and Legal Practice.**—Moral causation. Essence, concrete existence and attributes of natural law. Human acts and animal motions. When is man responsible? Freedom of the will. Utilitarianism. Justice, charity, fidelity. The individual, the family, the state. What can

we own and how can we become owners? Rights, extent, canons, equity and subjects of taxation. Conflict of rights. Combinations of capital, labor organizations. Legal ethics, legislators, judges, jurors, lawyers. Rules for the guidance of a lawyer's professional conduct.

5. **The Latin Language.**—Especially with reference to the study of law and the use of legal terms.

6. **Elocution.**—Students of law may join, without charge, the classes of Elocution conducted for the Collegiate Classes of the Classical Department. This course includes delivery and interpretation; impersonation; rendition of oratorical and dramatic selections; discussion and criticism; impromptu speaking; besides the ordinary exercises in vocal culture, breathing, position, gesture, pronunciation, emphasis, qualities of the voice, etc.

7. **Oratory and Debating.**—Students of law may take advantage of the several Literary, Debating and Oratorical Societies conducted under the direct supervision of members of the University Faculty and they may receive individual help, just as students of the Classical Department do. The exercises include:

1. Declamation and Elocutionary Reading of extracts from the classic drama or from model orations:

2. Criticism and discussion of interpretation and delivery by the Instructor, or by critics chosen from among the more advanced members.

3. Composition and reading of stories, poems, and essays, historical, critical or personal. Careful preparation by means of extensive reading and of consultation with the Instructor is prescribed for this exercise.

4. Set orations illustrative of the precepts for oratorical composition, on topics suited to the speaker and his hearers and written and delivered with a view to producing in the audience actually present the desired effect of convincing or of persuading to action.

5. Extempore speaking on questions discussed, or on matters of business proposed in joint session or transacted by committee.



6. The theory and practice of Parliamentary Law in deliberative assemblies. This constitutes the object of the vigilance of the chairman and of students chosen for this purpose. Extraordinary sessions, too, are called for the explicit and exclusive study of parliamentary practice.

7. Debates. The amount of time devoted to regular debates, the supervision exercised in the choice of questions, the assistance rendered in the preparation of argument, make this exercise the most profitable of all undertaken. Questions of interest of a political or historical or economic nature, prepared by a special committee, afford an opportunity to all students to engage in general discussion.

8. Lectures. From time to time lectures and conferences are given by the Instructor or by other members of the Faculty on subjects and on methods of study of practical value.

### LECTURES.

Single Lectures and courses of lectures are given during the year by members of the Faculty of Law, and by leading members of the Omaha Bar. Particular announcement of these will be made at the beginning of each term.

### DEGREE.

The degree of Bachelor of Laws (LL. B.) is granted to students who have completed satisfactorily the full course of instruction in the Department of Law, and to those who having been regularly admitted to advanced standing, have satisfactorily completed the work of the second and third years. In all cases candidates must have passed satisfactory examinations upon all subjects of instruction.

### METHODS OF INSTRUCTION.

The plan of study and teaching is based upon the combined advantages of the most approved systems already in use. These consist of Text books; adjudged cases, which are studied, analyzed, compared and discussed before the class; general topics, together with lectures and practical

exercises in pleading and practice in both common law and code procedure, drafting of legal papers, etc.; the aim in all being to give the student correct impressions of the applications and limitations of legal principles and how to deal with cases which may be presented to him.

### RECITATIONS.

For all text book and lecture work, the professor holds frequent examinations upon the ground covered by the text books and lectures. Additional quiz work upon the lectures is also given by the instructors.

### EXAMINATIONS.

Each text book in the course of study is made the subject of a carefully written examination shortly after its completion. Students passing satisfactorily upon the subjects of these examinations will not be required to stand a second examination upon them during the year. Those who fall below the standard required, may, at the discretion of the faculty, have an opportunity of making up the deficiency before the close of the year, provided they have been regular in their attendance upon lectures and quizzes. It is thought that this system will promote more careful study and, with less tax on the student's endurance, secure a better test of his actual knowledge than an examination at the end of the course.

### TUITION AND FEES.

All fees are payable in advance at the office of the Registrar. They are as follows:

Matriculation fee .....	\$5.00
Library fee, each semester .....	1.00
Diploma fee .....	10.00

### TUITION FEES.

Payable for the first semester.....	\$25.00
Payable for the second semester.....	20.00

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Total.....	\$45.00
Special students, each semester.....	\$12.00

### EXAMINATION FEES.

For advanced standing.....	10.00
For all who require special examination.....	2.00

### LIVING EXPENSES.

Board and lodging can be had for \$15.00 or \$17.00 a month.

Students have many opportunities to secure employment, by means of which they may defray a part of their expenses. Though the College authorities do not undertake to find employment for students, they will be glad to assist applicants to the best of their power.

To this end a Bureau of Information has been established through which students may obtain profitable employment for their spare time.

A small fee is charged for this service.

Information regarding rooms and board may be had from the Information Bureau free of charge.

### BOOKS.

Books will be furnished at the lowest prices to students who desire them, by applying at the office of the Registrar. Before buying books, students are advised, for their own advantage, to consult with members of the Faculty or Registrar.

## CALENDAR.

### 1904.

October 3, First Semester begins.  
October 3—6, Entrance Examinations and Registration.  
October 7, Opening Address—the Dean.  
November 23—28, Thanksgiving Recess.  
December 23, Christmas Holidays begin.

### 1905.

January 3, Christmas Holidays end.  
January 25—28, First Semester Examinations.  
Examination and Registration for Second Semester.  
January 30, Second Semester begins.  
April 19—25, Easter Recess.  
June 1—7, Second Semester Examinations.  
June 8, Commencement.  
June 9, Summer Vacation begins.  
September 26, Re-opening of Classes.

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## LIST OF STUDENTS.

Anheuser, Fred W.  
Boler, James P.  
Donnelly, M. J.  
Forgy, Herman C.  
Fetterman, A. D.  
Green, Joseph F.  
Hurley Daniel J.  
Helm, Percy H.  
Kelly, Frank

Leary, Edward F.  
Lynch William P.  
McCaffrey, C. Joseph  
McMurphy, Edward H.  
Merten, George H.  
Schall, William P.  
Stuart, Robert  
Schnell, Arthur P.  
Wilbur, Raymond L.

## WEEKLY TIME SCHEDULE.

### FIRST YEAR.

FIRST SEMESTER.		SECOND SEMESTER.	
COURSE	HOURS	COURSE	HOURS
Elementary Law.....	1	Common Law Pleading .....	1
Contracts .....	2	Contracts .....	2
Property .....	2	Property .....	2
Torts .....	2	Torts .....	2
Agency .....	1	Domestic Relations .....	1
Public Officers .....	1	Code Pleading .....	1
Criminal Law .....	1	Criminal Law .....	1
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### SECOND YEAR.

Evidence .....	2	Evidence .....	2
Jurisdiction and Procedure in Equity .....	2	Jurisdiction and Procedure in Equity .....	2
Property .....	2	Property .....	2
Sales of Personal Property ...	1	Trusts .....	1
Trusts .....	1	Bills of Exchange and Promis- ory Notes .....	1
Quasi-Contracts .....	1	Probate Law and Procedure..	1
Damages .....	1	Carriers .....	1
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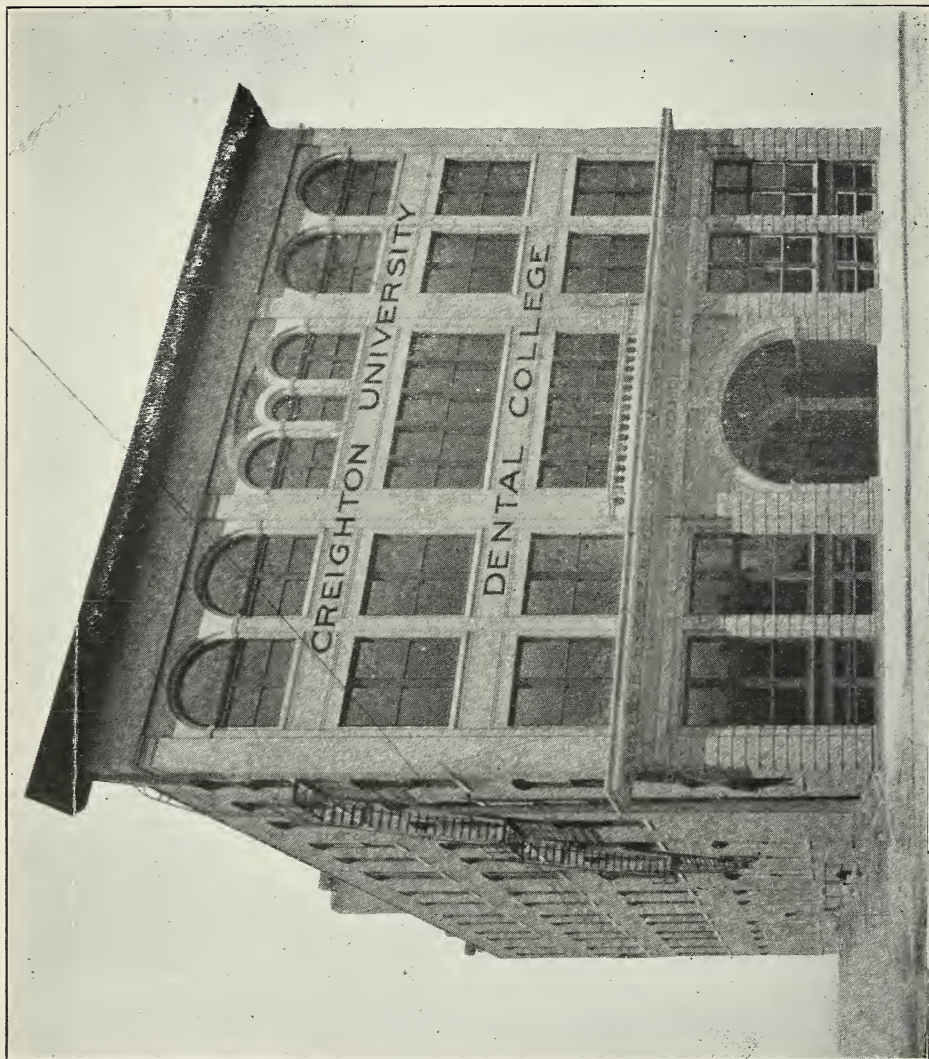
### THIRD YEAR.

Property .....	2	Property .....	2
Partnership .....	1	Corporations .....	2
Insurance .....	1	Insurance .....	1
Constitutional Law .....	2	Constitutional Law .....	2
Suretyship .....	1	Conflict of Laws .....	1
International Law .....	1	International Law .....	1
Admiralty .....	1	Mortgages .....	1
Bankruptcy .....	1		
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EDWARD CREIGHTON INSTITUTE

THE  
CREIGHTON UNIVERSITY  
DENTAL COLLEGE

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OMAHA. NEB.

# Dental Calendar

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## 1905.

October 2—Monday morning at 9 o'clock, the session begins.

November 23—Thanksgiving Day, Holiday.

December 23—Saturday evening, Christmas recess begins.

## 1906.

January 3—Wednesday morning, 9.00 a. m., Lectures resumed.

January 8—Monday morning, 9.00 a. m., mid-winter examinations begin.

January 13—Saturday evening, mid-winter examinations close.

May 7—Monday, 9.00 a. m., final examinations begin.

May 15—Tuesday evening, final examinations close.

May 17—Thursday, graduating exercises and banquet to the graduating class.

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## C. U. D. C.

This college favors the four year course and believes it best for dental education, but will comply with the rules of the National Association of Dental Faculties and require the three year course until further notice.



The Dental Department of Creighton University will open Monday, October 2, 1905, with a complete modern equipment, and with facilities for instruction in Dental Surgery unsurpassed by any College in the West.

A new building sixty-six by one hundred and twenty-six feet, four stories and basement, has recently been erected on Eighteenth Street, opposite the City Hall, and two stories are devoted to dental work. The rest of the building will be used mainly for a Law School. The edifice is called the Edward Creighton Institute, in memory of the Founder of Creighton College.

The College Building being located in the very heart of the thriving business part of the city, with a beautiful entrance to the elevator, which brings the patients directly into an elaborate waiting room for patients, assures abundant clinical material.

**The infirmary** is located on the fourth floor and may be called a model operating room. Equipped with the New Model Wilkerson dental chair, fountain cuspidors, dental swithcboards for distribution of gas, compressed air and electricity at each chair. Cleanliness being most essential in the operating room, hot and cold water are abundantly provided at different parts of the room for the use of the dental students. Centrally located in the infirmary, is the clerks' office, which answers the purpose of an information bureau. The welfare of both student and patient is looked after from this center of the busy college. This office is also occupied by the Dean of the College during school hours, and students may consult him at any and all times during the day. Close to the infirmary are the anæsthetic and extraction rooms, with modern equipments for producing anæsthesia, local and general, apparatus for use of somnoform, nitrous oxide, chloroform, and ether; here also is found a full line of the S. S. W. Common Sense forceps. All possibilities are foreseen and precau-

tions taken, so that in case of accident we have quick ventilation, hot and cold water and a cabinet of stimulants and antidotes at hand.

The prosthetic and operative technic rooms are well lighted and ventilated, having in view the comfort and working facilities of the student. The benches are equipped with gas, compressed air and filing block for each worker, with cabinets for keeping of instruments and supplies, so that the student has practically, a dental laboratory of his own. No better equipments can be had than those placed in these rooms.

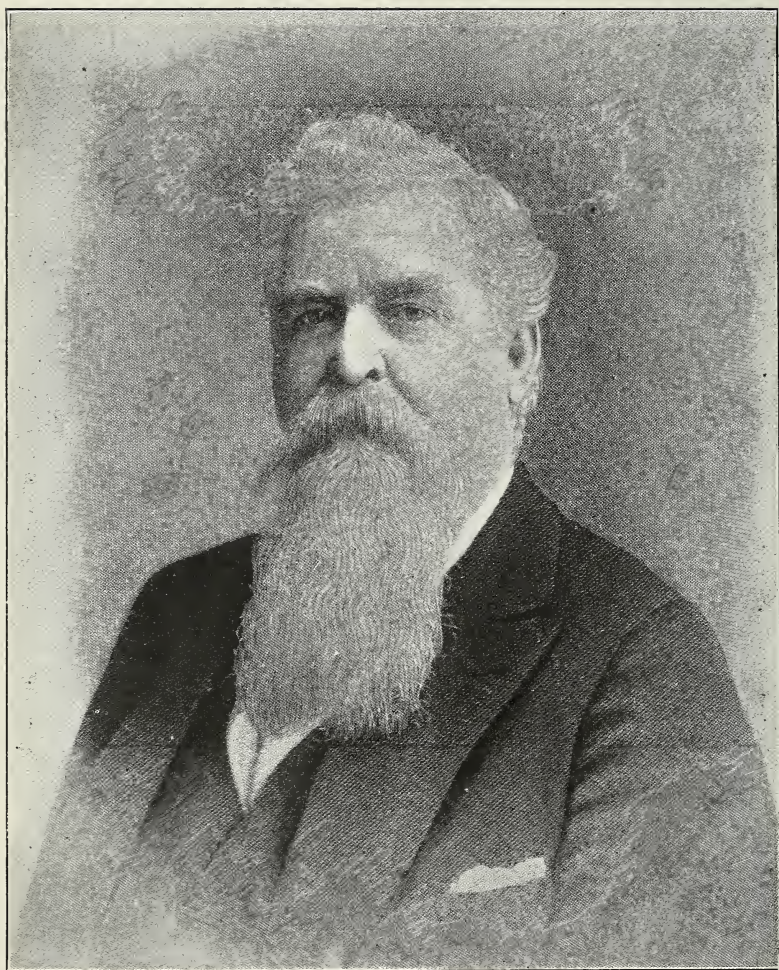
The electric wiring, gas fitting, and plumbing were all done for the purpose of making a modern technic laboratory supplied with electric lathes, compressed air, moulding benches, plaster benches, soldering appliances, with many other time saving devices.

The dark room is very seldom found in dental colleges. But here we find an ideal apartment for the dark lantern work where demonstrations will be given to the student, so that the eyes may see and the mind never forget.

The chart room is for the keeping of charts used for demonstrating in the lecture room. The charts are enlarged pictures of appliances, equipments or different organs of the body, so that the student may more readily comprehend the essentials of the lecture delivered by the professor of any particular branch of study. Knowing the great advantage derived from this method of study, this equipment has been made very elaborate.

The impression room has several chairs so that more than one student may work at a time. This room is fitted with a plaster bin and bench made especially for the economical and cleanly use of plaster, with hot and cold water at hand, and a number of gas boiling stoves, essential to a practical impression room. In these rooms where it is essential to hold all sounds, the partitions are made solid, and where light and ventilation must be had the partitions are panelled wood, with corrugated glass or wire. Everything has been done for





COUNT JOHN A. CREIGHTON



the comfort of students, patients and professors in the matter of light, heat, ventilation, elaborate equipment and furnishings.

The room for clinical porcelain work, is fitted with several of the most modern electric and gasoline furnaces and many of the standard bodies of porcelain and equipments to make this branch as near perfection as possible. In the porcelain technic room, the student is brought under the same system of instruction as in dealing with the other technics, and is taught composition, fusing points and manipulation of the different porcelain bodies and enamels used by the profession. Instruction in cavity preparation and mixing of colors, to blend with the shades of teeth to be restored, is one of the many essentials taught here. The student is instructed where and why to place porcelain crowns and bridges in the oral cavity. The making of a continuous gum case will be carried through the different steps to completion, several times during the session.

A special crown and bridge room has been fitted with all modern equipments, compressed air, electric lathes, mechanical benches, etc. For clinical crown and bridge and inlay work there are mechanical benches on rollers with attachments that may be placed near the chair where the operator is at work and may be used in connection with the dental switchboard utilizing the gas, compressed air and electricity distributed at the chair. This is all done to give the student facilities for doing his work well, and to impart a knowledge of modern equipments for a dental office and how to use each apparatus.

The Chemical and Metallurgical Department occupy 1,400 feet of space on the third floor of the building. There is table room to accomodate sixty-six students. All the chemicals necessary for the general organic, physiological, metallurgical, qualitative, and quantitative chemistry courses are kept in stock. The tables are all supplied with water, gas and drain accomodations. Each Student having a key to his own department to which no one else has excess.



This department is supplied with furnaces, spectroscope, polariscope, centrifuge, drying ovens, hoods, sandbaths, water baths and chemical microscope, making the list complete in the light of modern advancement.

**The Histological and Pathological laboratories** are large well ventilated and thoroughly lighted. Each student is supplied with a microscope of latest design, Ernest Leitz make, with two eye pieces; three objectives—one an oil immersion. Specimens of all the tissues are preserved for daily use, and the student is taught to prepare, stain, mount, and examine all the normal and abnormal tissues. The slides thus prepared become the personal property of the individual student, which can form the nucleus of a collection for future use and study. Microtomes, centrifuges, stains, etc. go to make the equipment complete. Models and charts are furnished to cover the whole field. Dr. J. S. Foote's models of the tube system are used in Histology.

**The Bacteriological laboratory** is an object lesson in cleanliness, sanitation and asepsis. It is equipped with all the newest types of sterilizers, autoclaves, thermostats, incubators, stains, counting apparatus and microscopes together with filters, chemicals and all necessary apparatus,

**The Embryological department** has received the same careful attention as that given to those of Bacteriology, Histology and Pathology. All the necessary, models, moulding clay, specimens and apparatus are supplied for the thorough development of the subject, a complete set of Ziegler's models have been imported for the study of the embryology of the chick and teeth.

**The surgical clinical room** is furnished with seating capacity to accomodate a large class, with the direct aim in view of giving the student the best advantage of seeing the operation.

A complete course will be given in oral surgery, both didactic and clinical embracing the discussions and presentations of surgical diseases as well as the underlying principles of surgical practice.

The lecture rooms are furnished with university and opera chairs of the best type for college furnishings, and great care has been taken to provide good light and ventilation. Electricity and gas are placed at the convenience of the Professor, so that demonstrations may be conveniently given.

An Assembly Hall, fifty-one by sixty-six feet, with two adjacent rooms each twenty by twenty-six, which can be used in connection with it, on the first floor is available for the use of the Dental and Law Departments.

A Ladies' Cloak room is also found on the first floor near the elevator.

All the studies of the Dental Department take place in this building except dissection, which is taught under more favorable conditions in the Creighton Medical College, Fourteenth and Davenport Streets.

The able and experienced professors of Creighton Medical College are largely employed in teaching the medical and scientific branches of the Dental College. They take charge of the departments of histology, pathology, physiology, bacteriology, chemistry, metallurgy, general surgery, materia medica, therapeutics, physical diagnosis, general anesthesia, anatomy and dissection. The faculty of law provides for instruction in dental jurisprudence. The faculty of philosophy treats moral principles and dental practice and deals with the ethical aspects of the dental profession.

The dental staff includes the best known and most capable dentists of Omaha and the vicinity, as will be seen by reference to the faculty list. Besides the demonstrators who devote their whole time to the instruction of students, a number of dentists who enjoy a large and lucrative practice, devote several hours a week to demonstration.

The College aims at preparing students to enter on the practice of their profession, fully acquainted with all latest and best appliances and methods known to the masters of dental surgery.

Those who think of taking up the study of dentistry, visiting dentists, and those who are otherwise interested in the subject are cordially invited to call and inspect the building and facilities, at any time.



## BOARD OF REGENTS AND FACULTY.

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### BOARD OF REGENTS.

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### FACULTY.

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Dean, Professor Prosthetic Dentistry, Dental Porcelain and Orthodontia,  
Creighton University Dental College.

W. M. CONDON, D. D. S.,  
Professor of Crowns and Bridges,  
Humphrey, Neb.

A. HUGH HIPPLE, L. D. S., D. D. S., M. D. S.,  
Professor Operative Dentistry,  
Bee Building.

JOHN J. FOSTER, D. D. S.,  
Professor of Clinical Dentistry,  
Continental Block.

J. J. PETERSON, D. D. S.,  
Professor of Prosthetic Technics,  
Ware Block.

G. W. HAMILTON, D. D. S.,  
Professor of Operative Technics,  
Broadway and Main streets, Council Bluffs, Iowa.

A. P. CONDON, D. D. S., M. D.,  
Professor of Oral and General Surgery.  
Professor of Surgery Creighton Medical College.  
Surgeon to Mercy and St. Josephs Hospitals.  
Bee Building.

## The Creighton University Dental College

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F. J. DESPECHER, D. D. S.,  
Professor of Dental Pathology and Dental Materia Medica and  
Therapeutics,  
Barker Block.

F. W. SLABAUGH, D. D. S.,  
Professor of Dental Metallurgy and Assistant Instructor Prosthetic  
Technics,  
Corner 16th and Harney streets.

W. L. SHEARER, D. D. S.,  
Professor of Dental Anatomy,  
Brown Block.

CHAS. F. CROWLEY, A.M., Ph. C., M. D.,  
Professor of Chemistry, Metallurgy and Electro Therapeutics,  
Professor of Chemistry, Toxicology and Skiagraphy, Creighton  
Medical College. Chemist to Omaha Board of Health.  
Creighton University Dental College.

J. S. FOOTE, A. M., M. D.,  
Professor of Pathology, Histology, and Clinical Microscopy.  
Professor of Physiology, Histology, Pathology and Clinical Micro-  
scopy to Creighton Medical College. Pathologist to St. Joseph's  
Hospital.  
Creighton University Dental College.

WILLIAM L. ROSS., M. D.,  
Professor of Dental Neurology,  
Sanatorium 22nd and Lake streets.

A. L. MUIRHEAD, M. D.,  
Professor of Physiology and Pharmacology,  
Professor of Pharmacology, Creighton Medical College.  
Creighton University Dental College.

M. LANGFELD, A. B., M. D.,  
Professor of Bacteriology and Embryology.  
Professor of Bacteriology and Embryology, Creighton Medical College.  
Bacteriologist to Omaha City Board of Health. Physician to  
Douglas County and St. Joseph's Hospitals.  
McCague Building

B. M. RILEY, M. D.,  
Professor of Materia Medica and Therapeutics.  
Instructor in Medicine at Creighton Medical College. Physician to  
Douglas County Hospital.  
Douglas Block.



## The Creighton University Dental College

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CHARLES O'NEILL RICH, B. S., M. D.,

Professor of Anatomy.

Professor of Surgical and Regional Anatomy, Creighton Medical College. Assistant Surgeon to Douglas County Hospital. McCague Building.

BERNARD A. McDERMOTT, A. B., M. D.,

Professor of Physical Diagnosis and Anaesthesia,

Surgeon Mercy Hospital.

Paxton Building.

WILLIAM P. WHALEN, S. J.,

Professor of Moral Principles and Dental Practice,

Professor of Medical Jurisprudence of Creighton Medical College.

Creighton University.

P. T. BARBER, D. D. S.,

Assistant Professor of Prosthetic Dentistry and Crowns and Bridges.

Paxton Block.

L. J. SCHNEIDER, D. D. S.,

Assistant Professor of Operative Dentistry and Instructor in

Operative Technic,

Paxton Block.

J. C. SOUKUP, D. D. S.,

Assistant Professor of Prosthetic Technics and Instructor in Inlay and Orthodontia Technics.

Bee Building.

D. C. BRYANT, A. M., M. D.,

Diseases of the antrum and accessory sinuses.

Dean Creighton Medical College

Professor of Ophthalmology, Creighton Medical College. Oculist

and Aurist to St. Joseph's and Mercy Hospitals. Consultant

to Douglas County Hospital.

McCague Building.

HENRY G. MEYERS, B. S., A. B., L. L. B.,

Dental Jurisprudence.

Karbach Building.

JAS. S. BARNES, M. D.,

Assistant Professor of Oral Surgery.

Bee Building.

L. H. WARNER, D. D. S.,

Clinical Assistant in Oral Surgery,

Paxton Building.

## The Creighton University Dental College

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M. J. SCOTT, M. D.,  
Assistant Professor of Materia Medica and Therapeutics.  
Demonstrator in Anatomy Creighton Medical College.  
McCague Building.

L. B. BUSHMAN, M. D.,  
Assistant Professor of Anatomy.  
Demonstrator in Anatomy Creighton Medical College.  
28th and Leavenworth streets.

JOHN J. FOSTER, D. D. S.,  
Superintendent of Operative Clinics.

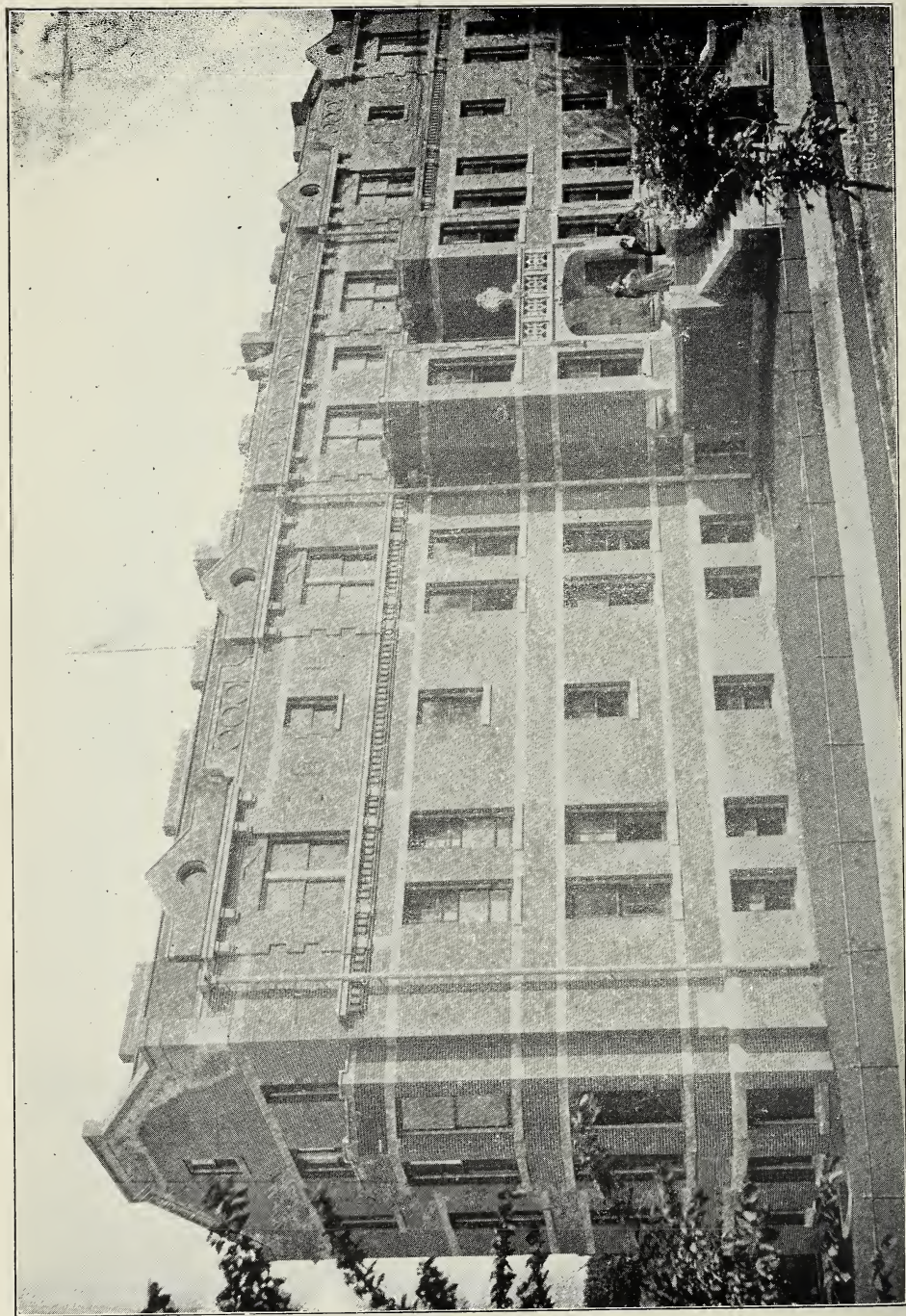
### ASSISTANT DEMONSTRATORS OF OPERATIVE CLINICS.

P. T. BARBER, D. D. S.,.....Paxton Block.  
W. L. SHEARER, D. D. S.,.....Brown Block  
J. B. KLAUSNER, D. D. S.,.....Karbach Block.  
L. J. SCHNEIDER, D. D. S.,.....Paxton Block.  
F. W. SLABAUGH, D. D. S.,.....16th and Harney streets.  
L. H. WARNER, D. D. S.,.....Paxton Block.  
J. C. SOUKUP, D. D. S.,.....Bee Building  
P. J. HUNTER, D. D. S.,.....Ramge Building.

E. F. McCARTNEY,  
Librarian.

MISS JOSEPHINE DORSEY,  
Clerk.





MERCY HOSPITAL, COUNCIL BLUFFS



## DEPARTMENT PROSTHETIC DENTISTRY.

Professor C. O. METZLER, A. M., D. D. S.,

J. J. PETERSON, D. D. S.....Professor Prosthetic Technics  
P. T. BARBER, D. D. S.....Assistant Professor  
J. C. SOUKUP, D. D. S....Ass't. Prof. Prosthetic and Inlay Technics  
F. W. SLABAUGH, D. D. S.....Ass't Professor Prosthetic Technics

In this department the teaching embraces a systematic course of didactic and practical instruction consisting of one lecture per week for the entire term, and practical work in the laboratories and infirmary. During the Freshman year, the students are taught by lectures and demonstrations aided by the use of charts, models and the stereopticon.

The use of the different impression materials and appliances for obtaining a perfect impression making models, dies, and swaging and soldering full metal cases. The manipulation of the different vegetable compounds cast and swaged aluminum for bases with the different attachments for the teeth. The selection and arrangement of the teeth and the methods of finishing and polishing the different bases whether Vulcanite, Vulcanizable Gutta Percha, Celluloid or all metal.

Crowns and bridges will receive the attention this work of art should in its simple forms, and be demonstrated by preparing roots and fitting bands on articulated models and swaging cusps to the proper articulation.

During the Junior year the students are taught by a didactic course of lectures and practical work in the laboratories.

The manner of receiving the patient the examination and preparation of the mouth for a denture or bridge will be emphasized and fully demonstrated to prepare the student for practical work in the infirmary.

The student will be required to learn and familiarize the tables for the diagnosis of the temperaments, and use their judgment in the selection and arrangement of the teeth accordingly.

A college patient will be located in the laboratory for the use of the class and each student required to take a perfect impression, make trial plates and complete a full upper and lower denture that the patient is satisfied will give good ser-



vice. Porcelain crown and bridge work will be fully dwelt upon aside from the lectures and demonstrations received from the chair of crown and bridge work. Lectures on Dental Ceramics (Dental Porcelain) will also be given during this year. The different porcelain bodies enamels and stains will be experimented with in a manner to show shrinkage, change of color etc. The manipulation of the porcelain bodies for inlays, crowns and bridges, and the continuous gum-cases, will be fully demonstrated.

The making care and use of the different electric and gasoline furnaces will be demonstrated in a manner to be very interesting to the student.

During the Senior year this branch will consist principally of practical work in the infirmary and lectures on special cases of patients coming to the infirmary for treatment.

The work will consist of making removable bridges, porcelain inlays and crowns. Each student will be required to construct an interdental splint and adjust a practical case, the mechanical treatment of cleft palate will also be fully demonstrated.

The course of Prosthetic Dentistry will be delivered in the best possible manner to prepare the student to enter the profession with full confidence of his ability to perform all operations that may be expected of him.

### PROSTHETIC TECHNICS.

The value of thorough practical preliminary training is so apparent that special effort is made to make the course in prosthetic technics which extends through the Freshman and Juniors years comprehensive and complete in every detail. The Prosthetic technic laboratory is furnished with the most modern equipments consisting of electric lathes, compressed air and gas at the convenience of each student. The plaster bins molding and soldering benches, are models for the finest furnished dental offices in the cities. The special effort being made to give the student the use of time-saving devices. The course embraces in detail the experimental construction of the various forms of artificial denture, and appliances now in

use including the taking impressions and bite of articulated models made expressly for use in this college. The different impressions materials will be experimented with, showing the advantages and disadvantages and the shrinking or expanding force of each.

The methods of selecting and arranging the teeth for an artistic artificial denture will be thoroughly dwelt upon.

The uses of the different vegetable compounds such as Vulcanite, Vulcanizable Gutta Percha, Celluloid etc., and the different all-metal and cast bases, making dies, and swaging and soldering all metal, cases will be demonstrated. The students will be taught the preparation of roots and the fitting of bands for crown and bridge work of the most approved methods in metal and porcelain.

### **PORCELAIN TECHNOLOGY.**

The value of porcelain in the dental profession has been fully demonstrated and with this in view this department has prepared one of the most complete laboratories for teaching Porcelain technics. The students will prepare cavities in natural teeth and burnish the inlay material using the different methods and baking the inlays. Afterwards preparing cavities in biscuit teeth and fusing them to the proper density, then preparing the matrix for the inlay and fusing. This gives the student the knowledge of the shrinkage of the porcelain body when passing through the process of baking.

The carving of the porcelain body for crowns and the bases for bridges, and the manipulation of the bodies and enamels for the continuous gum cases will be emphasized and exhaustively dwelt upon.

### **DEPARTMENT OF CROWNS AND BRIDGES.**

Professor W. M. CONDON, D. D. S.

P. T. BARBER, D. D. S.,.....Assistant Professor

This department will give a systematic course in didactic and practical crown and bridge work. Beginning with the Junior class a full course of technic work including the preparation of roots of teeth mounted on models making the bands carving the cusps to the articulation and making bridges to

correspond with the lost organs. The most approved systems will be used, both for making porcelain and metal crowns and bridges. The seamless crown will be fully demonstrated and the use of several different methods of producing this artistic work will be used in the technic laboratory. The Senior class will receive the lectures and will give their time to the practical operations in the infirmary and laboratory bringing into use the same systems in their practical work that was used in the technic laboratory. The different operations will be under the personal supervision of the professor or competent assistants at all times.

Lectures will be given one hour each week during the entire term and one half day each week given to the technic and practical work in the laboratory.

#### DEPARTMENT OF OPERATIVE DENTISTRY.

Professor A. HUGH HIPPLE, L. D. S., D. D. S., M. D. S.,  
JOHN J. FOSTER, D. D. S.,..... Professor Clinical Dentistry  
G. W. HAMILTON, D. D. S.,..... Professor Operative Technic  
L. J. SCHNEIDER, D. D. S.,..... Assistant Professor Operative

Instruction in this department will cover the entire field of operative dentistry and will be given by means of lectures and by practical work in the laboratory and infirmary. After the students have been thoroughly grounded in the fundamental principles that underlie dental operations, and have become familiar with the ordinary technical processes, they will be instructed in the treatment of decay, the use of instruments and appliances, the preparation of cavities, the physical properties and relative values of filling materials and the best methods of filling teeth. Other dental operations will receive appropriate treatment, Two hours to Junior and Senior and one hour to Freshman classes will be given to lectures each week during the term.

#### OPERATIVE TECHNICS.

This course is designed for the Freshman and Junior years with lectures and work in the laboratory where every possible method and apparatus is used for teaching the student the first principles of Operative dentistry. The form and

structure of the human teeth, location, size and shape of the pulp, and pulp canals, and location of the pulp chamber are studied by sawing and cutting the natural teeth that have been extracted.

The treatment explaining the use of the different drugs and instruments for their application and the materials used and methods of filling the pulp canals will receive the proper attention of the student.

The lectures will be demonstrated by the use of charts and large models of plaster teeth with cavities prepared representing the different classes of cavities with the cavity prepared properly. Here the student receives the instruction for preparation of one class of cavity and is taught to prepare the same in the bone teeth he has carved and quizzed on this cavity until he must be familiar with the use of the instruments employed. This routine will be carried through with the preparation of all classes of cavities and the method of filling with amalgum, cements and gold, with the different combinations will be fully dealt with. A system of modeling the teeth with modeling clay will be one of the methods of familiarizing the student with the forms of the different teeth and the shaping and tempering of instruments used in operative work will be of interest to the student. This department will give an hour to lectures and two half days laboratory work each week during the term.

### DEPARTMENT OF SURGERY.

PROF. ALBERT P. CONDON, M. D., D. D. S.

JAMES BARNES, M. D.,.....Associate Professor

L. H. WARNER, D. D. S.....Clinical Assistant

The course in surgery will include the principle of general surgery and surgical pathology, with their especial application to oral surgery, which will be both didactic and clinical; embracing the discussion and presentation of pathological conditions occurring about the mouth and face. For example—the extraction of malposed and impacted teeth, surgical treatment of hare lip and cleft palate, abscess of the alveolar process, treatment of caries and necrosis of the bones of the

face; fracture of the jaws with full instruction as to the application of splints and retaining apparatus. Affections of the antrum of Highmore, and the surgical treatment of persistent neuralgias. Especial attention will be given to the diagnosis of benign and malignant tumors arising in and about the mouth with the treatment of the same.

The course in surgery includes one lecture, one recitation and one clinic each week during the term. The minor clinical work will be given in the college amphitheater. In major cases when it is necessary for the patient to remain in the hospital, the operations will be performed in the amphitheater of St. Joseph and Mercy hospitals.

### **DEPARTMENT OF DENTAL PATHOLOGY AND DENTAL MEDICINE.**

Professor F. J. DESPECHER. D. D. S.

This department will cover exclusively the study of the pathology of the organs of the human mouth and of their diseased conditions; it will be conducted with a view of applying the knowledge acquired by the student from the general Pathological course, to a practical use as required in dental practice.

The course of Dental Medicine includes the study of Materia Medica and Therapeutics and will treat only of the drugs used in dentistry and their therapeutic application.

The lectures and demonstrations will be given with the object of thoroughly familiarizing the student with the preparation, use and effects of all drugs which the general practitioner in dentistry may require in his practice. One lecture of one hour each will be given during the term.

### **DEPARTMENT OF DENTAL METALLURGY.**

PROF. F. W. SLABAUGH, D. D. S.

The department of Dental Metallurgy will present this very important branch of dentistry systematically, both didactic and practical. Lectures will be given with demonstrations and the class will be taken to the metallurgy laboratory where the uses of furnaces, ovens and all the different



apparatuses used, and the scientific principles involved in the reduction of metals and their properties; the modifications, resulting from alloying and their application to the dental uses will be fully explained, especially the reduction of gold and alloying to the required caret used as plate and solders and making alloys used for filling materials will be experimented with and made interesting to the student.

The lectures and demonstrations will be given to the junior and senior class one hour each week the entire term.

### **DEPARTMENT OF DENTAL ANATOMY.**

Professor C. O. METZLER. A. M., D. D. S.

In this department the student will be taught in detail that part of anatomy which will be of most advantage to him in the practice of dentistry.

With the aid of articulated and disarticulated skulls, charts and the stereopticon this branch will be illustrated and made very interesting to the student. Work will also be demonstrated in the anatomical laboratory. The osseous structure of the face and jaws will be studied in taking each bone separately. Ligaments, muscles, location of glands, including their structure, tongue and soft tissue will all be studied in detail. Also the nerve and blood supply of the different structure. The lectures will be given to the Freshman Class one hour per week during the term.

### **DEPARTMENT OF ORTHODONTIA.**

Professor C. O. METZLER. A. M. D. D. S.

The Department of Orthodontia will teach the modern methods of correcting irregularities of the teeth and dento-facial deformities.

The Junior work will consist of a didactic course of all methods and systems of regulating appliances, a technical course of making the appliances and mounting them on models preparatory to the senior clinical work. The lectures will be demonstrated by the use of charts, diagrams, models and the stereopticon. The Senior work will consist of a didactic course of clinical work in the infirmary and lectures

taking up especially the cases in the infirmary. Each student will be required to make appliances, mount and keep adjusted to the completion of several practical cases.

Prof. Metzler will be in charge of the practical work at all time during the infirmary hours.

The Junior class will receive lectures one hour each week during the term and technical work in the laboratory one half day each week. The Senior class will receive lectures one hour each week, during the term and instruction in Orthodontia clinic six hours per week.

## **DEPARTMENT OF CHEMISTRY, METALLURGY AND ELECTRO THERAPEUTICS.**

Professor CHAS. F. CROWLEY, A. M., M. D., Ph. C.

Chemistry is studied from the standpoint of the periodic system which allows of large generalizations and simplifies the theories which underlie the science, thus enabling the student to grasp and master one of the most difficult branches in the curriculum, and at the same time furnishing himself with the proper foundation for the correct interpretation of materia medica, bacteriology, physiology and metallurgy.

Special provision has been made for the practical part of this work in completely furnishing a laboratory for dental work alone.

The courses are both didactic and practical as indicated below.

I. Lectures in general chemistry and chemico-physics 3 hours a week throughout the year. Ample table experiments will be used to illustrate the topic.

II. Laboratory work will be conducted in qualitative analysis 6 hours a week for 24 weeks. The student will come into immediate contact with chemical reactions at his own table in the laboratory where he will be supplied with all the necessary apparatus and chemicals to make the course practical. Here the identification of the poisons is taken up and a foundation laid for toxicology. Quantitative methods will also be taken up.

III. Metallurgy will include the study of the metals,

solders, alloys and amalgams used in dental work. The various materials used will receive close attention as regards methods of discrimination. The purification of the metals will be no less an important study than the combinations into which they enter. Dental instruments, their making and tempering will be no unimportant consideration.

IV. Organic chemistry will be studied during the semester two hours a week, affording the student a familiarity with the hydrocarbons and their place in the chemical world.

V. Physiological chemistry will cover the study of the body with its secretions and excretions and will consist of lectures two hours a week for one semester.

VI. Laboratory work three hours a week for one semester on organic substances, including alkaloids, glucosids, anaesthetics, antiseptics, disinfectants, and many substances of the materia medica.

VII. Laboratory work three hours a week for one semester so as to cover analysis of teeth, saliva, urine and milk. Facilities will be offered for special work of a research nature and opportunity will be furnished for the examination of foods, water supplies, etc.

## DEPARTMENT OF PATHOLOGY, HISTOLOGY AND CLINICAL MICROSCOPY.

PROF. J. S. FOOTE, A. M., M. D.

The course in Histology embraces the practical study of cells, tissues and organs by means of outlines, models and sections. Each student is provided with a microscope and with a drawer for slides, boxes, covers, dishes, etc. necessary for microscopic work. All stains are provided. Each student is expected to furnish his own slides, boxes and covers and the specimens as they are mounted become his own property. The instruction consists, first, of a thorough study of the cell which is the structural and functional unit of the animal body, second, of the tissues and their varieties and, third, of the organs. The method is a constructive method in histology based upon the tube plan of structure which is demonstrated by a system of models colored to represent the stained parts

and so made that all the tube structures may be actually constructed. The motor and non-motor tubes will be considered from the view point of their mechanical and functional capacities. Along with the constructive method which gives purpose to the organs of the body will be associated the close study of sections under the microscope. The course will cover a period of thirty weeks two hours a week.

### PATHOLOGY.

Two hours a week for thirty weeks. Discussion of health and disease. Distinction between pathology and pathological phenomena. Study of the cell under usual and unusual irritants, relation of irritability to disease, the irritants which initiate pathological processes, the products of irritants as exhibited by the outcome of modified metabolism, of degenerations, inflammations, and tumors, of disease classification and of cell progressive and retrogressive acts which so modify the condition of health that symptoms appear.

The special pathology of the mouth with its component parts will follow the consideration of general pathology. Each student has a microscope and drawer for his slides, boxes and covers. Stains are furnished.

### DEPARTMENT OF DENTAL NEUROLOGY.

PROF. W. L. ROSS, M. D.

The Department of Dental Neurology will teach this subject with a view to the application in practice in its causative relations to arrest development; dental and oral deformities and trophic conditions of the teeth will be explained.

Neurotic disorders having their origin in dental irritations and diseases will receive attention and remedies fully considered. The diagnosis, management and emergency treatment of Neuralgia, Neural Poisoning, Toxanemia, Neurasthenia, Exhaustion, Hysteria, Suspended Consciousness and such other mental, morbid and emotional conditions as occur in dental practice will receive particular attention.

The structure and function of the nerves pertaining to the oral cavity will be fully dwelt upon and illustrated by the use of charts, models and the stereopticon. This will be given in ten lectures the latter part of the senior year.

## DEPARTMENT OF PHYSIOLOGY AND PHARMACOLOGY.

PROF. A. L. MUIRHEAD, A. M.

### Physiology.

This subject is taught by lectures and class demonstrations during the first and second years, it occupies one hour each week including recitations. ,

Instruction includes the structure and function of the cell the characteristics of protoplasm, differentiation of function. Structure and function of secreting glands, circulation, respiration, digestion, internal and external secretions, metabolism, nutrition and diet, reproduction and all the physical processes which go to make up the phenomena of life. Instruction will be made impressive by means of models and experimental demonstrations of the principles under discussion.

### Pharmacology.

This subject is taught by lectures and a full course of prescription writing will be taught from this chair. The drugs and their compounding which are used principally by the dentist will be thoroughly dwelt upon.

## DEPARTMENT OF BACTERIOLOGY AND EMBRYOLOGY.

PROF. M. LANGFELD, A. B., M. D.,

### Embryology—First Year.

The course in Embryology will consist of lectures and laboratory instruction. A careful study of the embryology of the chick will form the basis for a more rapid study of other embryological types. Fresh and preserved specimens of various animals will be used to illustrate the morphology of the embryo.



Lectures and laboratory instruction will also deal with impregnation of the ovum; its implantation in the uterus; the formation of the placenta and associated embryonic structures.

The embryonic formation of both the deciduous and permanent teeth will be especially studied.

The college has purchased a full set of Ziegler's models covering the embryology of the chick and the tooth.

Laboratory work and lectures three hours a week for six weeks.

### **Bacteriology—Third Year.**

Bacteriology, study of the relationship of bacteria to other micro-organisms and to disease; of the biological and morphological characteristics of bacteria; of the methods of separating one species from another and from unknown species; methods of determining pathogenic properties; bacterial toxins; immunity; serums; serum diagnosis and serum therapy; disinfection and germicidal values.

Especial emphasis is laid upon the organisms of putrefaction, their relation to the decay of teeth. Microscopes equipped with oil immersion lenses, test-tubes, and other apparatus are supplied and responsibility for their return in good condition rests with the student. Laboratory work and lectures three hours a week for six weeks.

## **DEPARTMENT OF MATERIA MEDICA AND THERAPEUTICS.**

**PROF. B. M. RILEY, M. D.**

M. J. SCOTT, M. D.,.....Assistant Professor

The course prescribed in this department will include the classification of remedies, history and description, medical pharmacology, pharmaceutical preparations, dosage and incompatibilities with the toxic effect of drugs, antidotes and prescription writing. Especial stress will be laid upon the action of the more important drugs used in dentistry with a full discussion of their physiological effects and of the routes and modes of administration.

## DEPARTMENT OF ANATOMY.

PROF. CHAS. O'NEILL RICH, B. S., M. D.

L. B. BUSHMAN, M. D.,.....Assistant Professor

Instruction in Anatomy is both Didactic and Practical. The Didactic course will embrace two lectures a week for thirty weeks. These lectures will be fully illustrated by dissections on the cadaver, preparations, models, drawings and stereopticon. The entire body is studied, but owing to its important relation to dental and oral surgery, special attention is directed, both in the laboratory and lecture room, to the anatomy of the head and face.

The anatomical laboratory will be under the immediate direction of the professor of anatomy, assisted by a corps of competent instructors. This course will occupy ten hours a week for six weeks. During the first year the students will dissect the trunk and extremities, thus becoming familiar with the general descriptive anatomy of the body. During the second year students will dissect the head, with special drill upon those parts having a direct relation to Dental and Oral Surgery.

## PHYSICAL DIAGNOSIS AND ANÆSTHESIA.

Professor BERNARD A. McDERMOTT, A. B. M. D.

The object of this chair will be to select and familiarize the student with such subjects as have a direct relationship to the field of Dentistry, so that the student when graduated, may be familiar with the normal location and functions of the Thoracic and Abdominal Organs, thus enabling him to recognize abnormal and pathological conditions, also the essential effects such lesions produce upon the general system.

The Diagnosis of the major heart and lung lesions and the care to be exercised by the operator should such a patient present himself for Dental work.

Diagnosis and treatment of patient in accident, or collapse. The effect of renal disease upon the heart and general arterial system.

The effect of stomach lesions upon the teeth. Diagnosis of odontalgia and facial neuralgia.

The practical part of this course the student will be required to first thoroughly familiarize himself with the normal location, heart and respiratory sounds. Then patients having pathological conditions of heart and lungs will be examined.

### **ANÆSTHESIA.**

This chair will include lectures upon General, Spinal and all the various forms of local anasthesia, also the precautions to be exercised in the selections of an anaesthetic.

In view of the fact that anaesthesia plays such an important part in the successful practice of Dentistry, it will be the aim of the chair to give the student a most thorough grounding in this subject.

This subject will be given to the Senior Class in ten lectures.

### **DEPARTMENT OF MORAL PRINCIPLES AND DENTAL PRACTICE.**

PROF. WILLIAM P. WHALEN, S. J.

This department will deliver lectures to the senior class on moral principles and dental practice and professional rights in relation to the dentist and patient.

One hour each week for six weeks.

### **DISEASES OF THE ANTRUM AND ACCESSORY SINUSES.**

D. C. BRYANT, A. M., M. D.

Lectures on the diseases of the antrum the dentist will come in contact with, and methods of treatment to be used by the dentist.

Lectures one hour each week for ten weeks.

### **DENTAL JURISPRUDENCE.**

HENRY G. MEYERS, B. S., A. B., L. L. B.

Lectures on the regulation and laws pertaining to the practice of Dentistry. Expressed and implied contracts between dentist and patient, right and liabilities of dentist

and patient. Rights and liabilities of third party. Recovery of compensation, malpractice and remedies therefor. Criminal liabilities, communications, etc.

One hour per week for five weeks.

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### **CONDITIONS OF ADMISSION.**

The minimum preliminary educational requirement is that prescribed by the National Association of Dental Faculties, a certificate of attendance at High School for two years, or its equivalent. If such a certificate is not presented, an examination in the studies of the second year of High School is required. A slight deficiency in these requirements may be made up during the Freshman year.

### **TIME FOR ADMISSION.**

Under ordinary circumstances, no credit shall be given to students later than ten days after the opening of the session. In case of sickness, properly certified to by a reputable, practicing physician, the time of admission may be extended, but in no case shall it be later than twenty days from the opening day. To obtain credit for a full term, a student must remain in attendance until the close of the session.

When a regularly matriculated student, on account of ill-health, financial conditions or other sufficient cause, finds it necessary to discontinue his studies for a time, he may re-enter the college at the same or a subsequent session, or if he desires to enter another college he may be transferred without prejudice, on obtaining consent of the Deans of both Colleges.

### **ADMISSION TO ADVANCED GRADES ON CERTIFICATES.**

Students may be received into the advanced grades of Juniors and Seniors, if they present certificates testifying that they have passed satisfactorily in the studies of the Freshman or Junior grades. Graduates of reputable medical colleges may enter the Dental College as second year students. Students presenting credentials from reputable medical, scientific, or literary schools, for work done in branches

constituting part of the dental course, may receive credit for the subjects or parts of subjects already studied, and may be advanced in time the number of hours required for such studies in the Dental College, provided that such credits shall amount to as much as one-half year, and that in no case, such credits shall amount to more than one year's time.

### ATTENDANCE.

To qualify himself for examination for graduation, a student must devote to dental studies three separate academic years, each consisting of thirty weeks of six days each, exclusive of holidays. This college will comply with the rules of the National Association of Dental Faculties and the time may be changed without notice.

### TIME OF OPENING.

The regular session of the winter course shall open the first Monday of October, in each year, and finish the latter part of May.

The spring and summer infirmary course opens about the first of June and closes toward the end of September.

### GRADUATION.

The candidate for graduation must have attended at least his last full course in this College. He must present a thesis on a subject pertaining to dental science and prepare a specimen case of artificial dentistry, to be deposited in the college collection. He must also undergo a satisfactory written examination after which he shall receive the degree of Doctor of Dental Surgery, upon approval of the Board of Regents.

### FEES FOR REGULAR WINTER COURSE.

Freshman year...	Matriculation .....	\$5.00
	Fee for the course.....	100.00
	Dissection fee .....	10.00
Junior year .....	Fee for the course.....	100.00
	Dissection fee .....	10.00
Senior year .....	Fee for the course.....	100.00
	Examination and diploma fee.....	20.00



## **PAYMENT OF FEES.**

Fees are payable in advance. Students unable to meet this requirement must make satisfactory arrangements with the Dean. The professor's ticket for each year, entitles the student to all laboratory, clinical, and lecture courses, except dissection. Arrangements will be made to have Senior students attend the surgical clinics at Creighton Memorial Hospital and St. Bernard's Hospital.

A deposit of \$3.00 is required of each student upon entering upon a year, to cover loss or breakage in the laboratories and other departments of the college. The class will be held accountable for reckless injury to property, when it is impossible to determine individual responsibility. Students will not be permitted to take the final examination, until all fees have been paid.

## **PRACTITIONER'S COURSE.**

This course is planned for the convenience and benefit of the practicing dentist, giving him the opportunity of taking up any particular branch of dentistry.

Those entering the course will be free to take up what studies they may wish to pursue, and they may have their option regarding methods in the practical work they undertake.

The curriculum will be arranged more especially to give a thorough course in pulp and abscess treatment and other pathological conditions of the oral cavity, administration of nitrous oxide and somnoform, cavity preparation, porcelain inlay, crown and bridge work, orthodontia and treatment of cleft palate and making appliances. This course will be thorough in each branch, fitting the practitioner to do his work well and give him the knowledge of the latest advances in the dental profession.

### **Requirements for Admission to Practitioner's Course.**

The course is open to anyone in the reputable practice of dentistry.

Graduates of this college will be admitted on payment of matriculation and laboratory fee.

Graduates of other reputable dental colleges will be admitted on payment of matriculation and laboratory fees and ten dollars. For all others the following will be the fees charged:

**Fees for Practitioner's Course.**

Matriculation fee .....	\$5.00
General ticket and certificate .....	25.00
Laboratory fee .....	10.00

**DENTAL ASSISTANT'S COURSE.**

This branch of dental education is to provide the dentist with an assistant that may be of value to him without the trouble and annoyance of training or teaching.

The course will extend through one college year of thirty weeks, and will be both didactic and practical, thorough instruction being given in operative and prosthetic technics, therapeutics, pathology and dental anatomy.

The student will receive practical work as assistant at the operating chair in the infirmary and clinical laboratory with special lectures and demonstrations for the benefit of the student in this position.

**Requirements for Admission to Assistant's Course.**

Candidates for admission must possess a common school education and must present two letters of recommendation as to their capabilities, qualifications, and moral character.

**Fees for Assistant's Course.**

Matriculation fee .....	\$5.00
General ticket .....	40.00
Laboratory fee .....	5.00
Certificate .....	5.00

**GENERAL INFORMATION.**

Board, including room, may be had from \$3.50 to \$5.00 per week. Comfortable rooms, without board, at from \$5.00

to \$8.00 per month, including light and fuel. Where two occupy a room this expense will be less. Living expenses in Omaha are moderate.

Students have the advantage of a large public library, as well as numerous public and private lectures. Many other literary, scientific and religious advantages accrue from connection with Creighton University.

Seats, lockers and desks, are assigned in the order of matriculation.

### **BOARDING ACCOMMODATIONS.**

To save trouble and expense, it would be well for students on arriving in the city, to leave their baggage at the depot, and proceed at once to the College, where they will find a list of desirable boarding places and will be helped in securing locations with good families.

### **CREIGHTON UNIVERSITY INFORMATION BUREAU**

Many students who attend college find it helpful to obtain some employment outside of school hours, whereby they may be enabled to meet part of their expenses. Business firms sometimes need extra help for some hours in the day and for several days at a time during a specially busy season.

For the purpose of bringing together both these classes, an information bureau has been established for the students of Creighton University. The office is in the Dental College Building. Those who desire to employ students can apply by telephone, by mail or in person.

The services of this bureau are furnished free of charge to prospective employers.

Persons who desire to rent rooms to Creighton University students can do so through this same bureau without expense.

### **HOW TO REACH THE COLLEGE.**

The College is located on Eighteenth Street, between Douglas and Farnam, opposite the City Hall and near the Court House. If you arrive at the Union or Burlington depot,

take the Farnam Street car. which passes in front of the depot, get out at the City Hall, and walk half a block north on Eighteenth Street.

Letters of inquiry should be addressed to the Dean of the Creighton University Dental College. 210 So. 18th Street, Omaha, Nebraska.

### **CLINICAL PRACTICE.**

The infirmary and laboratories, under the personal supervision of the professors, aided by competent demonstrators, are open for practical work each week day from nine A. M. to five P. M., except on Saturday when they are closed at one P. M. Saturday afternoons are reserved for clinics by members of the Faculty and Clinical Staff. About one-half of the student's time is spent in practical training.

Surgical operations are performed in the Amphitheatre of the Dental College, Creighton Memorial Hospital, and Mercy Hospital.

The infirmary is open throughout the entire year, even during vacation, and affords practice to the students. under competent demonstrators at all times.

### **INSTRUMENTS AND BOOKS.**

Each student must supply his own operative and mechanical instruments. except those for extraction, and keep them in perfect order. Lists of instruments required will be furnished by the Dean. The laboratory and operating instruments for the three courses, including a dental engine. will cost about \$150.00. These make up an outfit with which a student can begin practice after graduation. The books necessary for the three courses, will cost about \$50.00. Students should become thoroughly accustomed to handling all the necessary instruments during their college course. The money paid for books and instruments is a permanent investment for a life time. It is poor economy to save on books and instruments, because no one can practice dentistry without them.

### **SPECIAL LECTURES.**

At stated times, important special lectures will be given by eminent practitioners. These lectures, accompanied by clinical demonstration, when desirable, add greatly to the value of the regular course.

### **THE COLLEGE MUSEUM.**

Here will be placed rare specimens of teeth, plates, models, impressions, removed tumors that have been properly preserved, and other objects of interest to the student and the dental profession. Dentists are requested to send these, with the history of each case to accompany the specimen. Postage or express charges will be cheerfully paid on such articles, and they will be placed in the museum, with the donor's name attached.

### **SUPPLY OF EXTRACTED TEETH.**

In the technic laboratory, the student requires a great number of extracted teeth. The college will gladly pay express charges on all teeth sent in. They should be forwarded to the Professor of Operative Technics, express charges C. O. D.

Students entering Freshman or Junior year should come supplied with extracted teeth.



















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